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HIGHLIGHTS OF SCHOOLS USING EDUCATIONAL MEDIA.
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THIS IS A GUIDE TO THE EDUCATIONAL PROGRAMS OF 247 SCHOOLS MAKING SIGNIFICANT USE OF INSTRUCTIONAL MEDIA IN THE UNITED STATES. INITIAL IDENTIFICATION OF SCHOOLS WAS ACCOMPLISHED BY SENDING TWO-PART QUESTIONNAIRES TO 12,229 SCHOOL SYSTEMS, PROCESSING DATA FROM 2,148 RETURNED QUESTIONNAIRES, AND SENDING OUT THREE-MAN TEAMS IN EACH OF THE 50 STATES TO VISIT 344 SCHOOL SYSTEMS. VALIDITY AND SOPHISTICATION OF THE PROGRAMS CLAIMED BY EACH SCHOOL WERE CHECKED BY SELF-ADMINISTERED PROFILE SHEETS AND ON-SITE OBSERVATIONS BY SURVEY TEAMS. FINAL SELECTION OF SCHOOLS WAS BASED ON SIZE, EXPENDITURE PER PUPIL, AVAILABILITY OF EASY TRANSPORTATION, CREATIVITY, ADMINISTRATIVE SUPPORT, TEACHER ENTHUSIASM, AND PROGRAM SUCCESS. EACH SCHOOL IS DESCRIBED IN ONE PAGE OF CONDENSED INFORMATION. A CROSS REFERENCE OF INNOVATIVE PRACTICES FOLLOWS THE SUMMARIES OF SCHOOL PROGRAMS. THIS IS FOLLOWED BY STATISTICAL DATA FROM QUESTIONNAIRES AND EVALUATION PROFILES. THE REPORT CONCLUDES WITH A DISCUSSION OF FACTORS THAT ENCOURAGE INNOVATIVE USE OF MEDIA AND SUGGESTS THAT THE GUIDE ITSELF BE UPDATED BIENNIALLY. THIS DOCUMENT IS AVAILABLE AS STOCK NO. 071-02894 FOR $3.00 FROM PUBLICATION SALES, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (JO)

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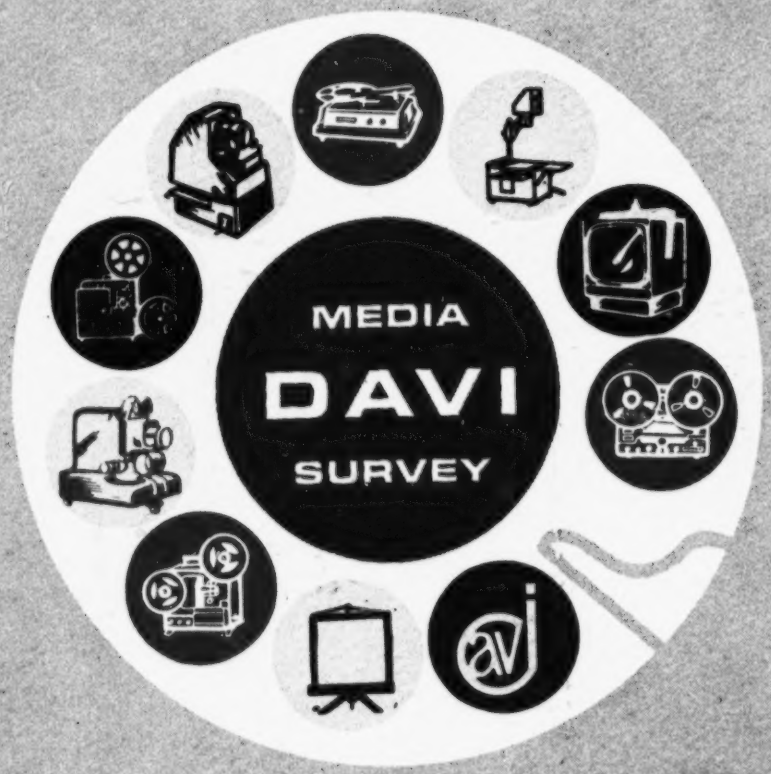

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Background

A major feature of modern education is the increasing change brought about by the application of scientific or organized knowledge to classroom instruction. The cost of introducing such educational technology into the schools and the uncertain value of the results have moved educators to identify schools where successful innovations might be observed in action. Furthermore, the great diversity in the use of educational technology by various public schools makes it difficult to provide adequate guidance for the inquiring educator. At present there is no publicized guide to help him relate school programs to actual classroom performances. To rectify this situation, the Department of Audiovisual Instruction on January 16, 1965, submitted a three-phase proposal to the United States Office of Education asking for funds from Title VII of the National Defense Education Act to develop "a Plan for the Systematic and Continual Identification of Schools in the United States Making Significant Use of Educational Media in Their Instructional Programs." (Contract No. OEC 2-6-062536-1173)

At the National DAVI Convention in Milwaukee, Wisconsin, April 25-30, 1965, representatives of USOE informed the project director that funds for Phase I of the project were granted.

Method

Phase I started with the appointment of an Advisory Committee selected for competence in the following areas: Teacher Education, Media Surveys, Audiovisual Field, Secondary Administration, Elementary Administration, Educational Television, Library Science, Educational Research. A representative of the State Departments of Education was also included in the composition of the committee.

This committee then initiated the adoption of criteria for the development of a two-part questionnaire. Section A of the questionnaire requested information on the media program at the system level. Section B requested information on the utilization and amounts of materials and equipment at the building level. The format of Section B of the questionnaire was adapted from one used by Henry Brickell in his study of educational change in the schools of New York State. On November 17, 1965, the finished two-part questionnaire was mailed to all superintendents of schools with an enrollment of over 300 pupils. A second mailing to those not responding was sent in the latter part of December. Of the 3,380 school systems returning the questionnaire, 1,240 asked that they not be included in the survey. They gave as their reasons: 1) lack of staff to handle visitors, and 2) as yet

inadequate utilization of educational technology. The remaining 2,140 completed questionnaires were given control numbers and their information was transferred to data-processing forms and they were sent to the University of Maryland Computer Center for processing. As these 2,140 questionnaires were processed, a copy of the following document was sent to each superintendent: "An Instrument for Self-Evaluating an Educational Media Program in School Systems," developed by W. R. Fulton of the University of Oklahoma (part of a study performed pursuant to Contract No. 4-6-020 under provisions of Title VII Public Law 85-865). Enclosed was a return-addressed "profile" showing the strength and weakness of the system's media program. Approximately 930 of these were completed and returned to the project director. This information was also included in the data which were sent to the Computer Center.

On February 18, 1966, (while Phase I was still under study) a request for funds to complete Phases II and III was submitted to USOE. Approval to complete Phases II and III was given on April 15, 1966. At the second meeting of the Advisory Committee, June 3-5, 1966, the returned questionnaires were studied, and specific schools in each state were selected for visitation. The committee also selected two members of the three-man survey teams from the names submitted by officers of each state audiovisual association and other leading media specialists.

Then, by invitation, each commissioner of education in the 50 states appointed a member of his staff to act as chairman of the state team. These three-man state teams included a variety of educators ranging from primary teachers to superintendents with the responsibility for the administration of the media programs within their systems or buildings. The committee, with approval of the USOE project monitor, gave the teams the liberty of adding schools to the list selected by the Advisory Committee if they knew that the school had an exemplary program using media.

During the spring of 1967 the 50 teams visited 344 school systems. The project director accompanied six teams in their visits to various schools and met with ten other teams and their respective state commissioners of education to discuss the state survey and ask for support for the biennial revision of each state visitors' guide.

During the 1967 National DAVI Convention, 99 of the 150 members of the state teams met and gave oral reports on their school visits.

When all school visits had been completed and reported, the material was read and summarized by the project staff. A final meeting of the Advisory Committee was held to discuss various ways in which the data could be preserved and a method was selected. From the 344 schools visited, the committee selected 247 for inclusion in the visitors' guide--using as their criteria, size, per-pupil expenditure,

availability of easy transportation, creativity, administrative support, teacher enthusiasm and program success. Most schools with programs of national reputation were not included for obvious reasons.

Data from Section A and Section B of the questionnaires were analyzed and tables developed to be included in the final report.

The Problem

The project was designed to encourage further effective use of educational technology by locating various types of programs of new or improved methods of instruction for visitation purposes. The DAVI Media Survey, sponsored by the Department of Audiovisual Instruction and carried out under an NDEA Title VII B contract, began in May 1965 to identify schools having innovative programs using media. A visitors' guide or source list was needed where educators could go for guidance when seeking the names of schools using specific forms of educational technology.

The initial problem was the identification of such schools. This was accomplished by 1) a two-part questionnaire sent to 12,229 school systems. This represents 97.7% of the school population. 2) Recommendations of schools using media in innovative programs were solicited from the staff of State Departments of Education, from the officers of State AV Associations and from members of the State Survey Teams.

The validity and sophistication of the programs claimed by each school were accomplished by means of the returned profile sheet (an instrument for self-evaluating an educational media program showing the strength and weakness of the school's media program) and by on-site observation reported by the State Survey Teams.

For decisions concerning the definition of innovation and for analyzing the programs which were innovative in nature, the following criteria were used. "Educational innovation is a new or different concept, methodology, organization, or program that is systematically introduced into the classroom, school system and/or the State as a whole." This quotation is taken from a Committee Print of April 1967, "Notes and Working Papers Concerning the Administration of Programs under ESEA Title III." It was prepared by the Subcommittee on Education of the Committee on Labor and Public Welfare, U.S. Senate, 90th Congress, 1st Session.

The fourth problem dealt with the developing and changing nature of the programs listed. It is evident today that schools are changing more rapidly than ever before. How then can a visitors' guide of national scope be kept current? An attempt to insure this was made by each state survey team during its report to the state commissioner of education enlisting the support of the commissioner and his staff for a biennial updating of the State Visitors' Guide so that the National Visitors' Guide could be revised every two years. The survey teams suggested that the biennial updating be done in cooperation with the State AV Associations.

INTRODUCTION TO VISITORS' GUIDE

This is a guide to the educational programs using media in 247 schools of the United States, a few from each state. The selection does not necessarily indicate the best educational programs, but it does provide information on a wide variety of innovative practices in this growing field. A number of nationally known schools are not included because their programs are well publicized and they have already been visited by hundreds of observers. A prime example is Hagerstown, Maryland, whose program in ETV is famous in educational circles. Schools of various sizes, enrollments and per-pupil expenditures have been included.

Each school is described in one page of condensed information. The data across the top of the page were for the most part obtained from the two-part questionnaire sent to superintendents in November 1965. Where answers to questions were omitted, they were later supplied by the state survey teams in their visits to the schools, during the spring of 1967. If no educational television was reported, these spaces were left blank. Where an AV director is shown, it indicates that a staff member, not necessarily an audiovisual specialist, has either full-time or part-time responsibilities for the system's AV program.

A few words are needed here to explain the headings: We have used the term "IMC" (Instructional Materials Center) for the sake of consistency to designate all central facilities which supply the entire system with both book and non-book instructional materials. Where the audiovisual center and the library are separate operations, we have so indicated by using the designations "AVC" (those facilities which contain only non-print instructional material) and "Libr." (those housing printed materials solely) below the heading "Central Facilities." If the teams emphasized building centers, they were so indicated. In the summaries of the program appearing on the lower half of each page, the terms employed are those of the teams in each state. Exemplary programs <u>can be transitory</u>. A year from now some of these schools may have discarded programs which seem at present to be quite successful. Others may have increased the use of media, having instituted exciting new instructional processes which could offer to a visitor far more than is suggested in the guide.

It also should be noted here that an innovation in one school may be traditional practice in another. It is with this in mind that each prospective visitor is urged to write to the superintendent in question for detailed information. Few of these schools have staff to assist observers. Therefore advance arrangements should be made.

For the reader's convenience, a cross-reference of innovative practices follows the summaries of school programs. Categories of innovations are divided into 1) programs focused on media and 2) programs focused on utilization.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
ALABAMA								
BIRMINGHAM CITY SCHOOLS 2015 7th Avenue North Birmingham 35202	70,087	1-12	$250	Fulltime	AVC	WBIQ	In-service	Transparencies Films

Summary:

BIRMINGHAM CITY SCHOOLS have the largest educational film library in Alabama, with approximately 3,000 films. Two trucks make daily delivery and pick-up of films. The film center includes some other visual media and is staffed by five full-time specialists. Workshops in the use of media and AV equipment are held for all teachers in the system. Regularly, reports prepared by the media staff listing new acquisitions are sent to all teachers.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ALABAMA								
JEFFERSON CO. PUB. SCHS. Fourth Floor, Courthouse Birmingham 35202	61,883	1-12	$251	Fulltime	IMC	WBIQ	Biology Social Studies	Transparencies Team teaching Multi-media Opaque projector

Summary:

JEFFERSON COUNTY PUBLIC SCHOOLS have a carpeted, air-conditioned Instructional Materials Center, serving the county, but the system-wide educational media program is yet in the developmental stage.

Berry High School's instruction in biology and social studies is by team teaching and extensive use of educational media, especially an opaque projector and a tape-recorder. The social studies laboratory has movable partitions to permit large group instruction. Most of the school's educational media and equipment are kept in the individual departments, with supplementary items in the library. One teacher has two hours' released time daily to coordinate the media program.

Cahaba Heights Junior High School won an award of 12 overhead projectors two years ago and also makes extensive use of other AV equipment and media. The equipment is stored in several areas of the school where it is constantly available to teachers. The school has no media specialist, but the principal, assistant principal, and teachers work together in planning use of media and equipment. Inservice training programs in teaching language arts and math have been developed in the school. These programs emphasize the use of educational media.

The Mortimer Jordan Junior High School spent $5,000 in the past year to obtain needed media and equipment. The principal who has formal AV training promotes the use of media in all teaching.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ALABAMA								
DECATUR CITY SCHOOLS P.O. Box 1568 Decatur 35601	8,600	1-12	$230	Fulltime TV Dir.	IMC	WHIQ CCTV	History Science	ETV

Summary:

DECATUR CITY SCHOOLS are developing a center for educational media through renovation of the old Decatur Post Office building. Where the remodeling is complete, a CCTV operation is being conducted under the direction of a full-time educational TV specialist. The program was established in 1966 with ESEA Title I funds and with the cooperation of a local commercial television company. When that company was granted a franchise to operate in the city, it was required to provide certain services to the public school system free of charge: transmission of state network ETV programs and one CCTV channel. The company also provided a second ETV channel and installed one outlet in each school at its own expense. It also donated a TV camera and $5,000 to the CCTV system. Every elementary classroom has a TV outlet, and one-third of the secondary-level classrooms have them. The system has 155 television sets. The programing has included videotape replays of programs of the Alabama Educational Television network, rented videotape series in program areas, films, and local productions. The system plans to receive the 2500 megahertz broadcasts from Huntsville and to distribute that program to all Decatur public schools. The system has no supervising specialist trained in the use of media other than television.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ALABAMA								
MACON COUNTY SCHOOLS P.O. Box 90 Tuskegee 36080	6,200	1-12	$345	Fulltime	IMC	CCTV	In-service Remedial	Transparencies Mobile units

Summary:

MACON COUNTY SCHOOLS have a well-organized general AV program with TV reception facilities in every classroom and an emphasis on instructional television to develop its maximum use. The system's large educational materials center in Tuskegee has a full-time director and eight other employees who aid teachers in developing instructional programs using a great variety of media. The Center staff conducts four county-wide inservice training meetings a year to promote proficiency in using appropriate media. In addition, staff members continuously work with smaller groups of teachers and with individual teachers on specific needs for educational media. A delivery van and bookmobile visit each school in the county three times a week to supply essential materials and equipment. Located on ample grounds permitting expansion if needed, the center has an efficient record system, an automatic film inspection machine, and adequate facilities and staff assistance to keep all educational media and equipment cleaned and repaired.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ALASKA								
GREATER ANCHORAGE BOROUGH SCHOOLS 670 Fireweed Lane Anchorage 99503	20,000	1-12	$623	Fulltime	IMC		Science In-service	Films Individualized instruction

Summary:

GREATER ANCHORAGE BOROUGH SCHOOLS have a large instructional materials center supplementing collections of media in every school library. The center staff does all purchasing, cataloging, and repair of both print and non-print materials for the entire system. The library resource section of the center maintains an exhibit of new editions from most publishers, and also contains a professional library. Children are encouraged to check out equipment and materials including film strips, film loops, and records for their individual study. They are also encouraged to bring in specimens to study under a stereoscope. The system librarian serves as a consultant to each school building librarian. A continuous inservice training program brings in specialized consultants from over the United States. Workshops for all areas of instruction use an extensive variety of media and equipment and are conducted at the center and in separate schools. Team teaching is being developed in the system.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ALASKA								
FAIRBANKS NORTH STAR BOROUGH SCHOOLS P.O. Box 1250 Fairbanks 99701	7,000	K-12	$765	Fulltime	IMC	CCTV	Remedial In-service Science Reading Math Phys. Ed.	Multimedia Transparencies VTR Team-teaching

Summary:

FAIRBANKS NORTH STAR BOROUGH SCHOOLS have a large instructional materials center with daily deliveries to all schools in the system and regular newsletters on the media program. Each school library has a basic collection of records, tapes, filmstrips, science equipment, and science materials. Each schoolroom has light control, a TV receiver, a wall projection screen, filmstrip projector, record player, maps, and globes. Some classrooms in the University Park Elementary School are designed for team-teaching which is being conducted in the sixth grade, and in reading, arithmetic, and physical education in the first grade. The team teachers use various media to permit much individualized instruction. With Title III aid, instructional television provides educational enrichment. Teachers are actively involved in the ITV programs which are prepared with the cooperation of such agencies as the University of Alaska Museum, the Alaskan Centennial Committee, and other community resources including artists.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ALASKA								
FORT RICHARDSON ON-BASE SCHOOLS Pouch 300 Fort Richardson 99505	2,194	1-12	$650		Building centers		Art Math Science Library Science	Individualized instruction Multimedia Audio-disc

Summary:

FORT RICHARDSON ON-BASE SCHOOLS have no media staff per se, but resource teachers in reading, art, math, science, and social studies--called consultants in this system--serve as educational media specialists. They help teachers choose and produce appropriate materials for specific teaching situations. Each school principal, assisted by the librarian, acts as an AV building coordinator. Pre-school workshops in educational media are held for all teachers, and in-service training meetings are conducted throughout the school year. Students are encouraged to use instructional materials and equipment individually. A local AV dealer maintains the AV equipment. Since there is strong administrative support for media, teachers are consulted on media budgetary matters and have an opportunity to make recommendations on priority AV items for purchase. Each school library contains model kits, collections of plastic embedded specimens, charts, maps, globes, tapes, records, transparencies and filmstrips. The librarian uses a complete series of coordinated filmstrips, transparencies, tapes, and overhead to teach library skills. Transparencies of book covers and interesting taped episodes from the books are used to arouse interest in reading new books.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
ALASKA								
GREATER JUNEAU BOROUGH SCHOOLS 1250 Glacier Avenue Juneau 99801	3,000	1-12	$655	Fulltime	IMC	CCTV	Science	Planetarium Slides

Summary:

GREATER JUNEAU BOROUGH SCHOOLS have an educational media center known as the Southeast Alaska Audio-visual Center. It includes a demonstration room with a variety of AV equipment, and it furnishes varied media, including films, filmstrips, and study prints to all schools in the system. The center is operated by three professional media staff members and three clerks. Services by a mobile unit containing its own power and with a collection of equipment and instructional materials will be expanded for inservice training and demonstration work at individual schools. A photographic dark room, graphics area, preview room, listening room, and a combination demonstration classroom and ITV studio are being developed in the center. The Juneau Junior High School has the first planetarium in the state. The Juneau High School has a large-group instruction room located between two laboratory facilities and used for team teaching.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ARIZONA								
ALHAMBRA SCH.DIST. #68 3001 W. Hazelwood Phoenix 85013	8,980	1-8	$425	Fulltime	AVC		Science Reading	Local production Tapes Mobile listening cart

Summary:

ALHAMBRA SCHOOL DISTRICT #68 is served by a large AV center directed by a media specialist who works with elementary curriculum supervisors and meets with building coordinators every week. Educational materials are distributed twice daily, and a weekly newsletter on the media program reaches all teachers. A paraprofessional (college student) is in charge of media maintenance at the center. Many older buildings have been remodeled for utilization of media. Every classroom has facilities for room-darkening, and some classrooms have special features such as the demonstration-science rooms for upper elementary teaching which employ the arena arrangement. Here the students have also been provided with space for individual experimentation at each level of the arena. In Westwood School a highly experimental reading program using a great variety of media and equipment is conducted in a self-contained center. Special devices include mobile listening carts using multi-source input attached to listening tables; and continuous-loop tapes which are produced at the AVC.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
ARIZONA								
OSBORN SCHOOL DISTRICT NO. 8 1226 W. Osborn Road Phoenix 85013	3,255	1-8	$591	Fulltime	IMC Bldg. IMC's		English Reading Language Arts	School plant Multimedia 8mm films

Summary:

OSBORN SCHOOL DISTRICT #8 has a full-time director of instructional materials and a central storage area for media which are ordered through the librarian at each school and are delivered daily by pupils who have been trained as AV projectionists. A reading program in grades 6-8 at the Clarendon School makes heavy use of media.

Grandview School has a large Instructional Resource Center, a multimedia complex for student and teacher resources at elementary level. Students may request 16mm films for listening and viewing via headsets. Materials such as 35mm filmstrips may be checked out with an individual filmstrip viewer for home study. 8mm film loops teach resource skills. Low-cost construction and efficiency of the IRC makes the project outstanding. The Longview School has a pilot project in CCTV. Students have the experience of producing their own presentations for the class. The staff in this school has an exploratory program in the correlation of elementary subjects, especially English and literature, with media.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ARIZONA								
PHOENIX UNION HIGH SCHOOL SYSTEM 2225 N. 16th Street Phoenix 85013	27,259	9-12	$553	Fulltime	IMC		Foreign lang. English Business Educ. Art	Audio-instructional materials Electronic lab.

Summary:

PHOENIX UNION HIGH SCHOOL SYSTEM's instructional media program is being reorganized with the help of an NDEA Title III project. At the Alhambra High School, an AV coordinator works with the librarian to promote extensive use of media, especially in the foreign language department. Spanish, French, and German are taught in an audio-lingual materials program. Business education and art courses also make heavy use of varied media.

Present plans for the future include two highly-useful programs. One will develop Portable AV Equipment Satellites (PAVES). By placing basic equipment in the classroom supplemented by readily-available material close by, the teacher will be encouraged to consider media as a primary part of instruction. The critical subject areas are English, foreign languages, geography, history, civics. The other program utilizes a wireless network for the purpose of instant retrieval and instant delivery of audio instructional materials to individual students as well as to small-group and large-group classes. The school is building its IMC with these programs in mind.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ARIZONA								
ROOSEVELT SCH. DIST. #66 6000 South Seventh St. Phoenix 85040	9,138	1-8	$400	Fulltime	AVC Libr.		Science Language Arts Social Studies	Electronic lab School plant

Summary:

ROOSEVELT SCHOOL DISTRICT #66 has a professional media specialist in charge of an AV center serving the 12 schools in the district and providing daily delivery of media. The curriculum library, which is in a separate facility from the AV center, has printed materials chiefly. The media specialist works with the curriculum supervisor and aids classroom teachers on request. Building coordinators have responsibility only for scheduling of media and AV equipment, and have one hour daily released time for this work. The use of media is emphasized in science, social studies, and language arts labs. Only 20 percent of the classrooms have darkening facilities. The laboratory-science program in the upper elementary grades has individual and small-group instruction combined with lectures. Media are used extensively in this facility designed for innovative teaching.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ARIZONA								
WASHINGTON SCH.DIST. #6 8610 N. 19th Avenue Phoenix 85021	4,100	1-8	$397	Fulltime	AVC		In-service	Transparencies

Summary:

WASHINGTON SCHOOL DISTRICT #6 has an instructional materials center serving the 14 schools in the district, supplemented by building IMC's. The professional district media coordinator is aided by three secretaries. He conducts in-service training at the center. Distribution is well organized: two trucks make daily deliveries of a wide variety of equipment and media, all with teachers' guides. Filmstrips, for example, are furnished with guides plus complete study sets; and transparencies are produced with masters plus completed projectuals. The attached guide includes correlation with text materials. Building media coordinators are classroom teachers who have AV training and who help train other teachers in the use of media and equipment. Throughout the system, the media program has good budgetary support. The IMC is well-designed, includes a darkroom, lecture room, and workroom for the use of the staff.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
ARIZONA								
WILSON SCH.DIST. # 7 2411 E. Buckeye Road Phoenix 85034	2,149	1-08	$479	Fulltime	IMC	KAET	Bi-lingual illiterates	Team teaching Individualized instruction

Summary:

WILSON SCHOOL DISTRICT #7 has two innovative programs in progress at the Skiff Elementary School. All instruction at the primary level is done by team teaching. Teachers' aides, most of whom are students at a local teacher's college, an ungraded curriculum, and a great variety of media permit much individualized teaching. Supportive personnel include the school's media specialist, a school psychologist, and specialists in art, music, physical education, health, speech, curriculum, library, guidance, and resource materials. The media specialist assisted by a college student also operates a building media center. A new ESEA Title I project called "The Education Center" is conducted for nearly 100 pupils in a triple-classroom complex. These pupils, aged 6 to 9, are economically disadvantaged and bi-lingual illiterates. The four teachers who were given special AV training for this project do team teaching in ungraded situations emphasizing individual instruction. They have three teaching aides and the same supportive personnel which serve the school's other elementary programs. Most instructional media and AV equipment are located in the unit and are used most extensively in the reading and math programs.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ARIZONA								
SAHUARITA PUBLIC SCHOOLS Box 26 Sahuarita 85629	450	1-12	$1,050		Building centers	KUAT	Language Arts Science Business Educ. Spanish	Electronic labs Tapes Programed instruction School plant

Summary:

SAHUARITA PUBLIC SCHOOLS serve a small and mostly rural area, and were developed as a pilot program for the Western States Small Schools Project. Both the ultra-modern elementary school and the high school were opened in September 1966, and were designed with media usage as the key. As yet, the district has no media director. The two full-time certified librarians and teachers work together to plan use of media.

In the Sahuarita Elementary School, six classrooms open into the Resource Center which houses an AV preparation room, a language arts laboratory and office, a primary reading area, and individual audio carrels. This center is equipped with media and equipment provided as an NDEA Title III project. Educational films, however, are rented. Individualized learning is chiefly promoted by programed instruction, the librarian, a full-time language arts teacher, and a reading teacher.

The Sahuarita High School is equipped for educational television and has an instructional media center similar to the elementary school's resource center. Separate buildings in addition to the academic-administrative unit house the departments of economics, industrial arts, music, and physical education. A completely individualized high school learning program is a pilot undertaking that involves 20 students. The science laboratory is set up with individual stations so that individual students or small groups may view slides, films, or film strips without interfering with the class. The Spanish language laboratory uses all types of instructional media and students at several levels are taught at the same time. Business education utilizes timed drills on tape and a laboratory which is open to individuals when a regular class is not in session.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ARIZONA								
FLOWING WELLS SCH.DIST. 3725 N. Flowing Wells Rd. Tucson 85705	3,294	K-12	$476	Fulltime Libr.	IMC Building centers	KUAT	Spelling Language Arts Science	Programed instruction Multimedia Team teaching

Summary:

FLOWING WELLS SCHOOL DISTRICT has remodeled the four elementary schools in this small district for full use of media and team teaching. The district instructional resource center makes daily deliveries from its wide variety of AV media and printed materials, but 16mm films are rented from the University of Arizona film library. Each school also has an instructional resource center staffed by a certified librarian serving two schools, an instructional resource coordinator who has had teaching experience and some AV training, and an aide. These people work with teacher teams and instructional resource teachers in planning curriculum.

At the Iola Frans Elementary School, which is housed in a remodeled army barracks, the instructional resource center has units for graphics, for listening, and for printed materials. The instructional resource coordinator meets twice daily with teacher teams for planning. Two- and three-teacher teams with two aides to a team assure flexibility of teaching within grade levels, with much attention to subgroups of 10 children and to individuals. Some classrooms have accordion walls permitting large-group instruction and individual study carrels. Programed texts are used for several subjects, especially spelling.

At the Walter Douglas School, the instructional resource center is supplemented by multi-purpose teachers' workrooms housing AV preparation materials and equipment.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ARIZONA								
SUNNYSIDE SCH.DIST.#12 470 E. Valencia Road Tucson 85706	6,000	1-12	$630	Fulltime	AVC		Phys.Ed. Science Reading	Transparencies Graphics 8mm films

Summary:

SUNNYSIDE SCHOOL DISTRICT #12 has a professional AV coordinator who works directly under the assistant superintendent of curriculum and is in charge of the district instructional media program and AV center serving four elementary schools, a junior high school, and a senior high school. The major part of the media program has been developed during the past three years, largely through the use of Federal funds. Approximately 40 percent of the classrooms have facilities for darkening, and overhead projection of media is emphasized. The center has a basic instructional film library of 358 films, and many visual aids that are constantly increased by a full-time graphic artist. The AV coordinator conducts periodic inservice media workshops at the center for teachers and the full-time certified librarians of the six schools. The director of physical education in the high school conducts an innovative program making extensive use of media--especially film loops and transparencies--for instruction, review, and development of athletic skills. In the junior high school, a new science lab and a reading room under the direction of a reading specialist utilize a variety of educational equipment and media.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ARIZONA								
TUCSON PUBLIC SCHOOLS DISTRICT #1 1010 E. Tenth Street Tucson 85171	48,841	1-12	$708	Fulltime	IMC	KUAT	English Social Studies	Different cultures

Summary:

TUCSON PUBLIC SCHOOLS DISTRICT #1 is served by an extensive instructional aids department under the direction of a professional media specialist, and located in the district's educational center. The media staff also includes a certified librarian and a coordinator of elementary library services with many subordinate personnel including a graphic artist and technicians. Consultant help from the district department is available for teachers who request it. All junior and senior high schools and many elementary schools in the system have certified librarians. Building AV coordinators in the elementary schools teach part-time.

There is daily delivery from the educational center to all district schools. The center includes an unusually large collection of records, filmstrips, 16mm films, many transparency kits, and tapes which are duplicated as teachers request; realia, collections of art reproductions, and other sorts of graphics. The graphics department designs and produces pamphlets, programs, brochures, and other printed matter for the system. A special room in the center is equipped and staffed to repair and maintain equipment. Most school buildings have been modified or constructed to promote media utilization. A new instructional materials center at Myers Elementary School is being developed. At Palo Verde High School a significant program for slow learners in freshman English makes intensive use of self-instructional materials including programed instruction, filmstrips, tapes, and ETV.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ARKANSAS								
LITTLE ROCK PUB. SCHS. W. Markham & Izard Sts. Little Rock 72201	25,500	K-12	$375	Fulltime	IMC	KETS	Physically handicapped Foreign languages	Bulletin boards Team teaching Programed instruction Modular scheduling

Summary:

LITTLE ROCK PUBLIC SCHOOLS have a professional media director with a qualified assistant and a full-time secretary. The director conducts workshops for teachers in the system's media center which is housed in the new administration building. In addition to extensive stocks of media, the center has individual booths for recording, listening, and projection. These facilities and displays of media continuously encourage teachers to plan specific units of instruction using AV equipment and materials.

Henderson Junior High School is experimenting with team teaching, programed instruction for individualized learning, and a special section for physically handicapped children who are aided by rehabilitation personnel and medical consultants. The modern one-story building is designed for extensive use of media. Having no windows outside, it is air-conditioned with glass-walled halls open to courts in the center. On one side of the courts, 21 classrooms with moveable walls accommodate large and small groups. The larger rooms are equipped with lecternettes, screens, overhead projectors and many other instructional devices. The library, located between two courts seats 300 students. It is surrounded by 12 conference rooms for small group discussions. On the opposite side of the building is a language laboratory with headsets, tape recorders, and microphones controlled from the teacher's desk. The teaching day is divided into 16 modules of 25 minutes each. All students in the regular or enriched track have at least one course taught by a teacher team. One teacher is in charge of each class in the lower track. Small discussion groups of four or five students are given detailed instructions and a study guide to use in the small rooms off the library. A student leader keeps the discussion going; one team teacher spends some time observing each group. Topics which the group feels need more discussion are taken up in a meeting of the large group. The principal and curriculum supervisor plan in-service training for teachers who are to be on teams.

At Williams Elementary School, classrooms are equipped with TV sets and a great variety of instructional media. Teachers obtain materials from the system media center.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ARKANSAS								
PULASKI COUNTY SPECIAL SCHOOL DISTRICT Courthouse Little Rock 72201	22,600	1-12	$321		Building libr.	KETS	History Geography Art In-service	Slides Transparencies Programed instruction Multimedia

Summary:

PULASKI COUNTY SPECIAL SCHOOL DISTRICT: In Cloverdale Junior High School all classrooms have light control, electrical outlets, and varied instructional equipment. Both printed and non-printed instructional media are housed in the library. The librarian provides teachers with lists of all available materials. One person is assigned the responsibility to inspect all media after each use, and to clean and repair as needed. The principal promotes the use of media in developing the curriculum, and in all instructional programs. The library-media center is open one evening each week for teachers to come in voluntarily to plan and prepare materials for classroom use. At least one complete course of instruction has been developed using visual materials including 2 x 2 slides and transparencies.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
ARKANSAS								
TEXARKANA PUBLIC SCHOOLS 15th and Jefferson Streets Texarkana 75501	6,250	1-12	$350		IMC	KETS	In-service	School plant

Summary:

TEXARKANA PUBLIC SCHOOLS have an instructional materials center with limited media from which daily deliveries to each school are made. College Hill Junior High School is in a new, functionally-designed building, air-conditioned for year-round use. Its teachers were consulted in the planning. Each classroom is fully equipped for the use of all types of media. Its extensive AV center adjoins the library. The director of curriculum for the center is in charge of an inservice training program. He also works with the principal and assistant principal in planning specific units of instruction using appropriate media. Each teacher has at least one hour daily for planning that usage.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ARKANSAS								
WILSON PUBLIC SCHOOL DISTRICT #25 Wilson 72395	1,200	1-12	$542	Fulltime	IMC	WKNO (Memphis, Tenn.)	Disadvantaged	Graphics Transparencies Local production

Summary:

WILSON PUBLIC SCHOOL DISTRICT #25 aims its educational media program primarily at the disadvantaged. The full-time media director has motivated teachers to produce their own materials. A secretary, a clerk, and two full-time librarians work with him. All materials in the media center are classified in the library card catalog. Films are obtained from the Arkansas State Department of Education. ETV from WKNO in Memphis, Tennessee, is used. Teachers are enthusiastic about the media program. Many teachers have developed sets of transparencies to cover specific parts of their curriculum. An aide is available in the production room to help teachers.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
CALIFORNIA								
ALHAMBRA CITY SCHOOLS 601 N. Garfield Avenue Alhambra 91801	17,859	K-12	$680	Fulltime	IMC	KCET	Hard of hearing Reading Foreign languages	Electronic labs Multi-media

Summary:

ALHAMBRA CITY SCHOOLS have a special program for the hard of hearing, with a maximum of 11 enrolled in each class. They are taught with much use of visual media in eight elementary classrooms and in two high school rooms, all of which are equipped with special hearing devices. The district director of instructional materials is involved in curriculum planning and works chiefly with four media committees. Building AV coordinators and projection teams have some released time for their duties. Students as well as teachers may order materials from the district AV center which has a large collection of educational films. Teachers use up to 100 of these films daily. Every classroom has a permanently mounted screen, light control, and electric outlets. Elementary schools have reading labs for remedial reading and four special reading teachers. High schools also have some special reading classes, and each high school has five language laboratories and libraries with listening rooms and individual carrels. ETV from the Los Angeles Regional Network is in system-wide use.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ANAHEIM CITY SCHOOL DIST. 412 E. Broadway Anaheim 92805	15,286	K-6	$405	Parttime	IMC	CCTV	Spanish Social Studies Music Science	Television Transparencies

Summary:

ANAHEIM CITY SCHOOL DISTRICT has a $165,000 CCTV facility in which programs are planned, produced, and televised to more than 8,000 pupils in grades 3-6 in 22 elementary schools. The ITV operation, which was inaugurated nine years ago, is headed by the assistant superintendent in charge of AV, and the ITV director. They work with chairmen of the instructional planning groups, school principals, the ITV teachers, and resource personnel in planning the telecast courses. The ITV lessons are an integral part of the instruction in science, Spanish, social studies, and music. Mimeographed lesson guides are produced and distributed to classroom teachers at least two weeks in advance of the telecasts. Each classroom in grades 3-6 has at least two ITV receivers and larger classrooms have six sets. In addition to ITV, the system has an instructional materials center from which daily deliveries are made. Each teacher in grades 4-6 has an overhead projector. Master transparencies are constantly produced and stocked in building libraries.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
CALIFORNIA								
BEVERLY HILLS UNIFIED SCHOOL DISTRICT 225 South Lasky Drive Beverly Hills 90212	4,800	K-12	$832	Fulltime	IMC	KCET CCTV	In-service	Information retrieval center

Summary:

BEVERLY HILLS UNIFIED SCHOOL DISTRICT has a new information retrieval center serving the five schools in the district. Developed under ESEA Titles II and III, it is stocked with AV media and printed materials. The instructional materials director, who has training in both AV and as a librarian, works closely with the district curriculum director, two high school librarians, the librarians of the four elementary schools, two teachers who are especially skilled in the use of media, and individual teachers requesting specific assistance. All rooms in the system have light control and equipment for the use of varied media. The high school library has individual study carrels. The instructional materials director conducted ten weekend workshops which a large majority of teachers attended. The system uses NET programs along with other instructional television.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
CALIFORNIA								
COVINA VALLEY UNIFIED SCHOOL DISTRICT 19009 Badillo Avenue Covina 91724	17,836	K-12	$478	Fulltime	IMC Building centers	KCET	English In-service Language Arts	Individual instruction

Summary:

COVINA VALLEY UNIFIED SCHOOL DISTRICT has a resource center in each of its 25 schools, supplemented by the central media center which makes daily deliveries. The media program has strong PTA support, with upwards of 20 mothers a day helping to produce materials in the center. The district's director of curriculum is a former media specialist, and the entire media staff is curriculum-oriented. Computers are used to compile monthly reports. The South Hills High School has a full-time media coordinator to direct its "open resource center" which is used by students and teachers alike. The Vincent Avenue Elementary School is conducting a language program using media extensively, incorporating the district's reading program, and developing creative writing skills.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
CALIFORNIA								
PASADENA CITY UNIFIED SCHOOL DISTRICT 351 S. Hudson Avenue Pasadena 91109	32,000	1-12	$660	Fulltime	IMC	KCET CCTV 2500 MHz	Math. Spanish	Professional library Local production Student use

Summary:

PASADENA CITY UNIFIED SCHOOL DISTRICT is served by an educational media center staffed for media integration with the curriculum program. A district media coordinator, a district specialist in AV, and a librarian work with a media selection committee and subject-matter consultants in serving the 28 elementary schools and the five junior high schools in the system. The media staff is also called upon regularly to help plan specific units of instruction. The air-conditioned center has an extensive stock of AV materials and a good professional library of media publications, bulletins, and catalogs for use by teachers. It has recording and production facilities with the staff making many slides and producing many films. To supplement daily delivery of instructional materials from the center, teachers may telephone additional special requests. A maintenance staff regularly inspects, cleans, and repairs instructional equipment and materials. All new classrooms are designed for wide use of media and older ones are being modified systematically for this purpose. Student presentations make heavy use of media. Most buildings have AV coordinators with vice-principals in the elementary schools taking much of the responsibility for the media program. While ETV is well established, a 2500 megahertz system with a studio in the center will soon connect all district schools for daily instruction in classrooms.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
CALIFORNIA								
TEMPLE CITY UNIFIED SCHOOL DISTRICT 9516 E. Langden Temple City 91780	4,500	K-12	$500	Fulltime	IMC	KCET	Social Studies Language Arts	Learning labs Individualized instruction

Summary:

TEMPLE CITY UNIFIED SCHOOL DISTRICT has developed a learning laboratory in one of its elementary schools and plans to establish one like it in each of the other elementary schools. Located in the school's media-library center, the pilot laboratory has numerous individual study carrels equipped for listening to centrally controlled tapes, for television, and for viewing slides, films, and filmstrips. The system's educational media center is professionally staffed by a full-time professional instructional media director, a curriculum director, a director of processing, and a full-time librarian. Materials are delivered daily to teachers requesting them by telephone. Long-range budget plans will make possible the optimum use of media throughout the system. All new classrooms are already equipped for that purpose.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
CALIFORNIA								
SAN DIEGO CITY UNIFIED SCHOOL DISTRICT 4100 Normal Street San Diego 92103	150,392	K-14	$490	Fulltime	IMC	CCTV	In-service Science Language Arts	Curriculum guides Films Realia

SAN DIEGO CITY UNIFIED SCHOOL DISTRICT's Instructional Materials Department is a major segment of the system's instructional division and is financed accordingly. The professional media staff members help to coordinate the design of the K-14 curriculum in the areas of their specialization, work with individual teachers in implementation of the program, and conduct media workshops under the general direction of a supervisor of inservice training. More than $80,000 annually is budgeted to finance teachers' growth opportunities including the media workshops, curriculum courses, and special classes, and more than 50 percent of the professional staff avail themselves of these opportunities each year.

The system is served by one of the largest instructional materials centers in the nation. It was a pioneer in applying the supermarket concept to its organization of media, with displays arranged to encourage teachers to browse and select their own materials. A director of logistics handles the storage and daily distribution of materials, leaving others of the media staff free to work with instructional programs. The media center has well-staffed production facilities. Its resources supplement the basic collections of materials in each school library.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
CALIFORNIA								
SAN DIEGO COUNTY DEPT. OF EDUCATION, INTERMEDIATE SYSTEM 6401 Linda Vista Road San Diego 92111	104,000	K-12	$490	Fulltime	IMC AVC Libr.	CCTV	In-service Reading	Television Filmstrips Local production

Summary:

SAN DIEGO COUNTY DEPARTMENT OF EDUCATION, INTERMEDIATE SYSTEM: The three-member professional AV staff of this system cooperates with the county curriculum staff in developing instructional programs integrated with AV materials. The media professionals are assisted by 24 clerical, technical, and production employees. The teachers' guides and instructional materials produced at the AV center are used in the system's 50 school districts with full media service to 104,000 pupils. These materials include slides, tapes, transparencies, filmstrips, and the special filmstrips which are an integral part of the elementary reading program. Many other school districts in the state also use these media through special arrangements with the system. The AV center and central library are in the same building which houses the community resource center. This complex also has an ESEA Title III grant for a supplementary center and another grant for an ITV project which is shared with San Diego State College and the San Diego City Public Schools. The center makes weekly deliveries of materials requested by teachers. These media supplement the collections of filmstrips and other inexpensive media stocked in individual schools. Each school district in the system pays $1.75 per pupil for the media service, with the total accounting for one-half of the AV budget. The other half comes from the county school service funds which the state department of education furnishes.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
CALIFORNIA								
TORRANCE UNIFIED SCHOOL DISTRICT 2335 Plaza del Amo Torrance 90509	33,000	K-12	$411	Fulltime	IMC Building centers	KCET	Language Arts Science Social Studies	Mobile labs Multimedia

Summary:

TORRANCE UNIFIED SCHOOL DISTRICT operates three mobile media units funded under ESEA Title I and stocked with books, records, slides, filmstrips, and other materials for use by children who have deficiencies in communication skills. The system's instructional media program is staffed by seven professional specialists backed by 22 other employees. In addition, each of the 38 schools in the district has at least one media coordinator and a library staff. Each high school has two media coordinators, an AV specialist, and a librarian. The system's IM center has a supermarket aspect with rolling baskets and conveyor belts. It is centrally located, but efforts are being made to decentralize the services at the high school level. The center houses a wide variety of instructional media and includes a film library with 1400 prints of 1300 16mm films and 400 prints of 200 8mm titles. Deliveries from the center are made daily with the film library meeting 85 percent of its requests. A media specialist holds an orientation conference with each new teacher, and the media staff conducts an ongoing inservice training program.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
COLORADO								
COLORADO SPRINGS CITY SCHOOL DISTRICT #11 1115 N. El Paso Street Colorado Springs 80903	28,281	K-12	$520	Fulltime	IMC	CCTV	Math. Cultural Arts	Ungraded Computerized inventory Mobile labs Films

Summary:

COLORADO SPRINGS CITY SCHOOL DISTRICT #11 has an organized system of planning committees, all including media specialists. The coordination of the AV program with curriculum and instruction is their main objective. Computerized inventory of media in the district media center and in the resource centers at the schools has been installed. Locally designed and equipped mobile audio labs operate from the center. A number of full-time specialists, assisted by technicians and paraprofessional and clerical employees staff the media center. Paraprofessionals operate the building resource centers. The system uses a commercial television channel for ETV on a limited basis of one-half hour per day of classroom instruction, but an expanded ETV program, possibly through CATV, is under consideration. The district has an ESEA Title III cultural arts program using films made in cooperation with Colorado College.

In Franklin Elementary School, several traditional rooms have been remodeled to provide a learning resource center. The large resource center in Jackson Elementary School has facilities for both large and small group instruction. In the Garfield Elementary School, in an economically deprived area, Title I funds have provided a variety of media for a learning resource and remedial reading center in a large remodeled hallway. The district's most innovative program is at Grant Elementary School which has an ungraded curriculum taught by four teams: the kindergarten team, the primary team, the middle team, and the "big room" team; assisted by a librarian, an AV aide, a physical education teacher, a music teacher, a counselor and several specialists and supervisors. Children assigned to each team are grouped and regrouped according to individual needs. The heart of the school is the large learning center, equipped with entirely movable furnishings: walls, partitions, tackboard, chalkboard, shelves, even heating, ventilating ducts and lighting units. The "quest area" is a library of reference and reading materials. The "forum area" is adaptable for many kinds of group and individual work; included is a stage and rear screen projection equipment. The "independent study area" has carrels for testing and for individual study using AV equipment and media, including programed instruction.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
COLORADO								
CHERRY CREEK SCHOOL DISTRICT #5 4700 S. Yosemite Street Englewood 80110	5,800	K-12	$618	Fulltime	IMC Building centers	CCTV	Reading development Remedial reading Social Studies Music Science	Electronic labs

Summary:

CHERRY CREEK SCHOOL DISTRICT #5 is organized to promote the coordinated use of print and non-print materials in the instructional program. An instructional materials center for each elementary and junior high school, supplemented by a large district IMC, have been developed under the leadership of the district coordinator of instructional materials and the district director of library services. A full-time librarian is in charge of each building IMC. At the Cherry Creek High School a special room equipped with AV devices and media is used for a remedial reading program and for the development of speed reading. A "symposium room" organized as a lounge is used by small groups to exchange ideas with each other and with teachers. It is equipped with tape recordings, record players, listening posts, and reading materials--mostly paperbacks--selected by a committee of students and teachers assisted by the district instructional materials supervisor and the district library services supervisor.

Cherry Hills Elementary School has been remodeled to make productive use of many older areas, including hallways, to provide space and instructional equipment for small-group and individualized instruction. Its use of media in the music program is especially noteworthy. At the Village Heights Elementary School the building design facilitates the use of media in classroom activity and individualized instruction. Each classroom is separated from the peripheral hallway by a work area equipped for self-instruction, for teachers' preparation of materials, and for storage of classroom media and devices. At the West Junior High School, social studies and the science program make especially heavy use of media.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
COLORADO								
ENGLEWOOD CITY PUBLIC SCHOOL DISTRICT #1 4101 S. Bannock Street Englewood 80110	6,720	K-12	$558	Fulltime	Library AV Bldg. Centers	KRMA	Science Language Arts	Modular schedules Subject IMC's Remodeled Buildings Small group instruction

Summary:

ENGLEWOOD CITY PUBLIC SCHOOL DISTRICT #1 was a pioneer in this area in undertaking the coordination and supervision of the AV program at the district administrative level, and has had a district AV director for more than 10 years. The system's educational media center, however, is essentially a library, stocking no AV materials. The separate elementary school buildings all have AV collections under the direction of AV representatives.

The old building of the Flood Junior High School has been modified for the use of instructional media. The adaptations include a three-area complex, housing an expanded library embracing larger print and non-print collections, a general purpose room for conferences, screenings, and reviews of audio media, and a production room used by teachers and students who are aided by the building media staff. Other old buildings in the system have also been remodeled for better use of multimedia. At Sinclair Junior High School, the innovative program is modular scheduling, which has increased the student's time to use varied media in small-group projects and independently. Three IMC's are being developed in the building, one of which is designed as a general instructional resource area. The other two will serve the specific needs of the science and language arts programs.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
COLORADO								
GREELEY SCHOOL DIST. #6 1416 9th Avenue Greeley 80631	9,190	K-12	$438	Fulltime	AVC Building centers	KRME	Science Language Arts Social Studies	Tapes Individualized instruction School plant

Summary:

GREELEY SCHOOL DISTRICT #6: All elementary schools in this system operate on a "continuous progress" plan including a provision for increased use of instructional media in classroom and individual learning situations. In developing this plan and its budget, the district media director worked with key personnel in the central office and individual schools. He maintains an inservice training program involving teaching, administrative, and clerical staffs which leads to district salary-increment credit. The system has profited greatly from Federal funds and other outside sources of income. The district center, stocked mostly with non-print media including large numbers of tapes, makes daily deliveries to all schools. At the building level, learning resource centers combine their traditional libraries with collections of non-print media. Paraprofessional personnel, including college students, staff these centers.

At Franklin Elementary School, whose building is older and of traditional design, ingenuity has found space for a learning resource center in a large lunch room. In addition to a collection of books and programed texts, it is stocked with a variety of records, taped programs, filmstrips, and 16mm sound films. The lunch tables are equipped with radio headsets and controls for a three-channel pickup. Numerous record players and tape recorders are available. To reduce large classes and provide opportunities for small-group and individualized instruction, teachers assign pupils to this center to use specific materials for specific periods of time. Children work under the general guidance of a teacher-librarian. At lunch time, the room reverts to its original purpose.

Two new elementary buildings, Madison and Sherwood, are designed and equipped to promote flexibility in curriculum and instructional activities through extensive use of multimedia. In the Madison School classrooms are built around the periphery of the circular building with areas for individual activity. The heart of the building is the educational resource center adjoining a general-purpose room and production areas. At Sherwood many units have moveable walls easily shuffled to accommodate groups of various sizes and to permit flow of activities from one type of instruction to another. A carpeted "kiva" (round) area is used for demonstrations by teachers and pupils.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
COLORADO								
EAST OTERO SCHOOL DISTRICT #R-1 P.O. Box 439 La Junta 81050	2,820	K-12	$444		Libr.	CCTV	Homemaking Shop Music Speech	Television Independent study

Summary:

EAST OTERO SCHOOL DISTRICT #R-1 has no coordinated media program for its 12 schools and no media director for the system. The La Junta Senior High School was designed, built, and equipped as a "pod plan" school. Teachers in all curriculum areas use CCTV, tapes, filmstrips, and films. Films obtained from Otero Junior College supplement the district's film library of 425 titles. The versatile curriculum director of the system also serves as a general consultant on media at the high school.

The TV studio and projection room are adjacent to the high school library. At present, CCTV serves only this building, but plans are underway to extend the distribution to the junior high school and the elementary schools. CCTV is used both as an instructional aid and for enrichment. Classes in homemaking, shop, music, and speech make unusually effective use of it. Teachers and individual students use it for classroom presentations and self-evaluation. TV sets are mounted on mobile carts in 60 locations throughout the building. Into these 60 locations four programs can be proportioned and simultaneously fed through: commercial TV from three channels; film programs from a TV film multiplex of 16mm films, filmstrips, and slides; videotaped programs and live telecasts from a portable TV camera.

An innovational program at the high school schedules 70-minute class periods, allowing 35 minutes as free time for independent learning and research.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
COLORADO								
LA VETA SCH.DIST.#RE-1 Box 85, Garland St. La Veta 81055	306	1-12	$655		Libr.	CCTV	Science Remedial reading Work & study	Individual instruction Ungraded Multimedia

Summary:

LA VETA PUBLIC SCHOOL DISTRICT #RE-1: Despite the outmoded facilities of the two schools in this small district--an elementary school and a junior-senior high school--a modern program emphasizing individualized instruction through extensive use of multimedia including programed materials is conducted. The size of the average class is 13, and the instructional program is essentially ungraded though it is not formally labeled as that. Funds under ESEA, Title I, support a remedial reading program. The schools' AV media programs and libraries are funded under ESEA Title II, and under NDEA, Title III. Additional assistance in planning media usage and for inservice training to promote that usage reaches this district both through its membership in the Western States Small Schools Project and through the Colorado State Department of Education. There is no designated media staff nor district resource center. Teachers produce many of their own instructional materials and are aided by students in handling the equipment and media. The schools make considerable use of community resources under the work and study program. Construction of two new buildings will begin soon. Further development of modular scheduling, installation of CCTV, and dial access are also planned.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
COLORADO								
ARAPAHOE COUNTY SCHOOL DISTRICT #6 6558 South Acoma Street Littleton 80120	14,916	K-12	$440	Full	IMC	KRMA	History Economically disadvantaged Perceptually handicapped	Team teaching Transparencies Multimedia

Summary:

ARAPAHOE COUNTY SCHOOL DISTRICT #6: The supervisor of audiovisual services and the supervisor of library services work together in the system's media center to coordinate the use of AV and printed materials in the instructional program. Daily deliveries from the media center supplement the basic collections of media in all school buildings. A monthly newsletter and regular announcements from the center reach all teachers, supervisors, and key members of the administrative staff. Some buildings have IMC's stocked with print and non-print meterials, many of them locally produced, and similar centers are being established in all elementary schools. The media budget is planned on a system-wide basis.

At Euclid Junior High School, an exemplary team-taught program in history uses multimedia including overhead transparencies and old prints. At North Elementary School in an economically-deprived area, a learning resource center has been developed, and one wing of the old building has been adapted to provide special facilities for children who have perceptual handicaps. They work with abundant media under the guidance of a specially-trained teacher. Instruction and administration at the new Carl Sandburg Elementary School are conducted in several buildings developed on the campus plan. They are designed and equipped to promote programs coordinating educational media in team teaching and individualized learning.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
COLORADO								
MEEKER PUBLIC SCHOOL DISTRICT #RE-1 Box 149 Meeker 81641	740	K-12	$700		Building IMC's	CCTV	Homebound students In-service History Math	Programed instruction Ungraded Dial access School plant

Summary:

MEEKER PUBLIC SCHOOL DISTRICT #RE-1: Every classroom in the four schools in this small system has been modified and equipped for near-optimum use of multimedia in essentially ungraded situations. Each has a listening station, some individual carrels, overhead projection, viewers, at least two tape recorders and a record player, book collections--including many paperbacks--which supplement the central library in each school, and sets of programed materials complete with explicit teacher-prepared guides. In addition, a dial access system is used not only to bring special enrichment media to every classroom but for work with home-bound children. CCTV cameras are also available for demonstrations in many classrooms. The system has substantial support from oil revenues, Federal aid including ESEA, Title I funds, and is a participant in the Western States Small Schools Project. Teachers are given released time for production of instructional materials and for professional growth visits to other school systems.

Meeker Junior High School has several exemplary instructional programs of which the course in eighth grade history is typical. Each class period on Monday through Wednesday begins with a lecture using appropriate media. The group then branches out for instruction in smaller groups and for individualized study using programed texts and AV materials. On Thursday, a question and answer period providing a review follows the short lecture. On Friday, students take tests and check them. The seventh and eighth grade math classes use materials ranging from third grade through eighth grade levels, with individual students using tapes and programed texts to reach goals set up during periodic teacher-pupil conferences.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
CONNECTICUT								
ENFIELD PUBLIC SCHOOLS Enfield Street Enfield 06082	10,000	1-12	$450	Fulltime	IMC	CCTV WEDH	Remedial Culturally deprived	Multimedia Language labs Television

Summary:

ENFIELD PUBLIC SCHOOLS: The rapid growth of this district has required an extensive construction program. All the new buildings are designed and equipped for the coordination of media in the instructional programs and older buildings have been modified and equipped for that purpose. The system's media staff, headed by a full-time instructional materials coordinator, includes an assistant director, the system's chief librarian, a TV technician, clerks, and aides who produce transparencies, 2 x 2 slides, and tapes. The coordinator works with the assistant superintendent of schools to develop, coordinate, and evaluate the systemwide multimedia program including instruction through CCTV and a language laboratory. The two-camera CCTV studio is located at Kosciuszko Junior High School. ETV is used for much off-the-air instruction in the elementary schools, including remedial work and a program to improve the self-image of culturally-deprived children. It is also used in the inservice training program for teachers. The media center includes all types of non-print materials and provides production facilities.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
CONNECTICUT								
HARTFORD PUBLIC SCHOOL SYSTEM 249 High Street Hartford 06103	25,100	K-12	$638	Fulltime	IMC	WEDH	Remedial reading Emotionally disturbed In-service English as a second lang.	Multimedia Electronic lab

Summary:

HARTFORD PUBLIC SCHOOL SYSTEM:Combined state and Federal funds--OEO and ESEA Titles II and III -support a special project operating here since 1965 for research and development of new curriculum and instructional materials using a multimedia, multi-text approach to meet the needs of the urban child. The project is staffed by audiovisual specialists and technicians, curriculum specialists, and teachers. After the new material has been developed, tested, and sometimes modified, it is produced in quantity at the system's instructional materials center. Material is designed for use in special centers set up to help the many Puerto Rican children in the system overcome language difficulties. Some of it is planned for remedial instruction in reading, using a tutorial approach with small groups and individuals. Some of it is used in special classes of emotionally disturbed children. Materials for instruction in science and math have proved to be particularly effective.

An inservice training program in the use of multimedia is conducted by six educational media specialists. Each building has an AV coordinator who has released time for this duty, and some buildings have full-time AV aides. All old school buildings have been modified and equipped for media use. A typical example of this adaptation is Barnard Brown School (prekindergarten to grade 8).

The system's IMC, located in the administration building, houses a film library, a filmstrip library, collections of other AV materials, cataloging facilities, production facilities for graphic arts and photography, a printing plant with platemaking equipment, and a repair shop. The data processing department of the Board of Education cooperates with the IMC staff to print out catalogs, handle inventory problems, and in general assist with the center's overall operations.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
CONNECTICUT								
LEDYARD PUBLIC SCHOOL SYSTEM R. F. D. #2 Ledyard 06339	3,050	K-12	$398		IMC		Remedial reading, spelling, math, phonics	Electronic lab Tapes

Summary:

LEDYARD PUBLIC SCHOOL SYSTEM: In this small suburban district, the superintendent, principals, and specialists in the development of curriculum and inservice training programs promote the use of all instructional media. Each school has AV equipment and a variety of media, including dioramas and filmstrips, along with funds to rent 16mm educational films. In the Gales Ferry School (K-6) a functional reading laboratory is equipped with a tape recorder, tapes, earphones, laboratory-type tables and individual response books, all of which are used for an aural-oral approach in programed phonics with immediate reinforcement. In the Ledyard Center School, a special learning resource center established with ESEA, Title I funds, is used for corrective reading, corrective math, phonics, and spelling. Locally-made carrels have small electronically controlled readers coordinated with earphones and teacher-prepared tapes for individual study.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
CONNECTICUT								
NORWALK CITY SCHOOL SYSTEM 105 Main Street Norwalk 06850	15,826	K-14	$595	Fulltime	IMC Libr.	CCTV WNDT (New York)	Modern Dance Disadvantaged School-alienated Enrichment	Television Language lab. Tapes Dial access Team teaching Individual inst. Programed inst.

Summary:

NORWALK CITY SCHOOL SYSTEM: The director of the curriculum center works with the department heads, curriculum coordinators to select and develop appropriate media for instruction and inservice training. He helps prepare the budget for all media, administers the budget after it has been approved, and writes specifications for the central purchasing office. He works with a head librarian in the supervision of all school libraries. The system's instructional media center houses extensive collections including preprogramed instructional kits, production, repair, and distribution facilities, and the CCTV studio. Each instructional kit contains a teacher's taped recording of a lesson, a script, and a reproducible student-activity sheet. The 60-100 taped lessons that the IMC duplicates and distributes weekly represent only one-fourth of the tapes actually used; teachers rely on the collections at individual schools and supplement these with their own individually-prepared tapes. The center maintains 24-hour delivery service of about 9,000 items annually. CCTV is connected to 900 classrooms in the 27 buildings. It is used for inservice training also. A first-grade storytelling program has made especially effective use of it. The physical education department introduces program in modern dance through CCTV. Earphones are used by small groups listening to TV. Altogether, the system has 2,800 listening stations with earphone sets, in addition to 28 language laboratories in secondary schools. All new buildings are designed and equipped for optimum use of multimedia, and older ones have been modified. Team-teaching, small-group, and individualized instruction make optimum use of multimedia. Several schools use programed texts for non-graded instruction in science and math. The center for vocational arts is a modified secondary school which specializes in individualized instruction for disadvantaged and school-alienated students, using programed instruction. The system has a behavioral outcomes research program involving the behavioral Ford Foundation approach to learning. An elementary school "chick project" program from the University of Illinois is used. Some schools have small group and individualized programs using earphones with small wireless "pillbox" receivers for tape recordings.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
CONNECTICUT								
WESTPORT PUBLIC SCHOOLS Town School Office Westport 06881	7,442	1-12	$770	Fulltime	Building centers		Reading Languages Social Studies	Electronic labs Programed instruction

Summary:

WESTPORT PUBLIC SCHOOLS : Every classroom in the system is equipped for near-optimum use of mixed media. The media director works with the administrator who is in charge of the instructional budget, with curriculum directors, and with librarians who are multimedia oriented, and who serve as media coordinators at the various schools. Media centers are part of the libraries in three schools, with others scheduled for development in two schools under renovation.

At the Burr Farms Elementary School, a reading program uses electronic reading equipment. A coordinated educational development laboratory employs filmstrips, taped instruction, and a programed workbook. Programed phonetic materials using phonetic keys have been developed and taped by one teacher. These are used with visual cues by several other teachers at the school. Coleytown Junior High School has four complete language labs using a special listening and response system. A similar system is operated in a language lab at the Warren Junior High School. A social studies course at the Coleytown school makes extensive use of visual mobiles developed by the students.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
CONNECTICUT								
WEST HARTFORD PUB. SCHS. 7 Whiting Lane W. Hartford 06107	12,600	K-12	$750	Fulltime	IMC	WEDH CCTV	Remedial reading, math	Dial access Programed instruction

Summary:

WEST HARTFORD PUBLIC SCHOOLS spent $127,000 for instructional materials in 1965-66 and $32,000 for media in 1966-67. Its learning resource center, located in Smith Elementary School, includes a 16mm film library of approximately 4,000 prints, an extensive collection of other media, a production laboratory, and all types of instructional equipment used with subject-oriented inservice training. About 10,000 items of media are distributed each year. The center is staffed by a director, two full-time graphic artists, a secretary, a library clerk, a bookkeeper, a half-time film booker, and two high school student aides. The director works with the curriculum group in selecting and coordinating appropriate media. All older buildings have been adapted for this coordination, and new buildings are designed and equipped for the purpose. Twenty-two schools have coordinators for AV and ITV, plus intermediate and primary-level coordinators. AV coordinators have reduced schedules so that they may have time to assist teachers. Each Wednesday afternoon, students are dismissed while teachers remain to prepare materials and carry out various types of special work including inservice training.

Hall High School has a full-time media director and a pilot information retrieval dial access system using multiplexers to make eight channels of video and 16 of audio available to classrooms and individual carrels. Committed to the concept of dial access ITV, the administration is developing a program to tie in eight other schools with the present system. Teachers prepare study guides for use with the TV programs originating from Trinity College in West Hartford. Programed instruction in numerous curriculum areas is widely used in the district. In the Elmwood Elementary School a remedial program using individualized taped instruction in reading and math is conducted in a specially equipped classroom.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
DELAWARE								
ALEXIS I. duPONT SPECIAL SCHOOL DISTRICT Hillside Road Greenville 19807	2,243	K-12	$600	Fulltime	Building centers	CCTV	Science History English	Planetarium Observatory Earth-science lab Greenhouses Modular scheduling Multimedia Dial access

Summary: Please note: Delaware has a state-wide CCTV system with a three-channel capacity. It is used both for enrichment and as a teaching tool in all public schools.

ALEXIS I. duPONT SPECIAL SCHOOL DISTRICT: Under the personal direction of the superintendent, this instructional media program in this system has been developed and coordinated to improve recently revised curriculum and instructional programs. Instruction is organized in flexible schedules of 15 to 25 daily modules permitting multimedia presentations to large groups, more intensive work with small groups, and individualized learning. Among the facilities are a planetarium, observatory, earth-science laboratory, greenhouses, and at each school an instructional resource center stocked with print and non-print materials under the direction of a librarian. Instructional media include study-in-depth kits combining several types of materials to be used as a unit. The district media coordinator, who is curriculum-oriented, is in charge of the media center housing equipment storage and media production facilities. Building AV coordinators and librarians assist the district coordinator with utilization and inservice training.

The learning resource center in the high school is equipped for dial access, permitting individual students to dial in more than 60 prepared audio programs. This center includes special collections of "living arts resource" and of media dealing with the history and development of Delaware. Instruction in English is typical of the flexible scheduling. Using multimedia, the teacher meets once a week with large groups for three consecutive modules totaling 51 minutes, and with small groups for three modules two or three times weekly. The individual student--depending on his needs,--may spend no more time in English instruction during that week, or he may spend up to 30 percent or more of his total time in individualized study using a multimedia approach.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
DELAWARE								
ALFRED I. duPONT SCHOOL DISTRICT Concord Pike at Mt. Lebanon Road Wilmington 19803	6,100	1-12	$613	Fulltime	IMC	CCTV WHYY	Reading	Departmental resource centers Multimedia School plant

Summary:

ALFRED I. duPONT SCHOOL DISTRICT: The media director for this system works with curriculum coordinators, an inservice-training coordinator, and part-time media coordinators at each building in promoting the use and integration of non-print materials in the instructional program. The district's media center, which includes a film library, is located in the Brandywood Elementary School. The library is carpeted, and houses all types of media. Classrooms are air-conditioned, have limited window space of tinted glass, and controlled lighting. The classrooms also have movable walls permitting instruction of large and small groups. Unique departmental resource centers are used by unsupervised, individual students. At the Brandywine High School, a noteworthy reading program uses a wide range of media.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
DELAWARE								
MARSHALLTON SCH. DIST. 1703 School Lane Wilmington 19808	2,964	1-9	$483	Fulltime	Libr.	CCTV WHYY	Art Music Physical Ed.	Multimedia Cultural arts center School plant

Summary:

MARSHALLTON SCHOOL DISTRICT: Although the system as a whole has no organized instructional media program, it has an innovative mixed-media program under development at the new Marbrook Elementary School, which was specifically designed for the coordinated use of multimedia in instruction. The carpeted, windowless, air-conditioned hexagonal building has many practical features. Its 28 triangular classrooms have movable walls to permit instructional units of various sizes, and are built in groups of three with mutual workrooms and project areas. The cultural arts center includes an auditorium, cafeteria, art and music rooms, conference rooms, a television center, and many individual study areas. Another main area is a covered, open-air heated physical education shelter. The heart of the building is a hexagonal instructional materials center with individual study areas equipped for multimedia around its perimeter.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
FLORIDA								
BROWARD COUNTY PUB. SCHS. 1320 S. W. Fourth Street Ft. Lauderdale 33310	86,034	K-12	$403	Fulltime	IMC Building centers	CCTV	History Science Language Arts Music	Programed inst. Team teaching Academic games Modular scheduling Ungraded Dial access Individualized instruction Microfilm

Summary:

BROWARD COUNTY PUBLIC SCHOOLS: The learning resource director of the county instructional media and production center helps to plan, budget, and coordinate the media program of the 28 schools of this system. The new Plantation Junior-Senior High School is designed, built, and equipped for multimedia use in team teaching. Teachers in each academic area are provided with planning centers containing work carrels, conference rooms, production and previewing facilities, equipment, and materials.

The NOVA Schools, a campus arrangement of one junior-senior high school and two elementary schools, conduct one of the most experimental instructional programs in the nation. These air-conditioned schools are designed and built for multimedia use in team teaching and modular scheduling of a basic, yet essentially ungraded, curriculum. This program is planned to promote optimum learning in large and small groups and in individual study. Technicians, teacher aides, and a clerical staff make it possible for teachers to devote full attention to teaching. Each of the three schools has a CCTV system and a main resource center. Much of the library material is on microfilm and microfilm readers are used extensively by the students. Supplementing the resource centers are instructional resource centers for each curriculum area, containing collections of instructional media including programed materials; carrels equipped for individual study with dial access to extensive audio and video materials, unsupervised student conference rooms and comfortable reading lounges. The instructional suites in each elementary school have movable walls and other space dividers including chalkboards. For every teaching station there are TV sets, display areas with an overhead projector, and screen, and a record player.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
FLORIDA								
DADE COUNTY PUB. SCHS. 1410 N. E. Second Avenue Miami 33132	202,038	01-12	$520	Fulltime	IMC Building centers	CCTV WSEC	Reading In-service Disadvantaged Multi-ethnic Language Arts Science	Team teaching School plant Dial access Television Local Production

Summary:

DADE COUNTY PUBLIC SCHOOLS: The instructional media program in this system is served by a large county media center directed by a professional staff, plus a media center in each elementary and secondary school. The county media director is assisted by full-time specialists in some secondary schools, but in elementary schools this responsibility is assigned to a teacher or a librarian. Many schools use multimedia in innovative programs. The new Colonial Drive Elementary School is constructed in five decentralized pods, designed and equipped for team teaching with four teachers on each team, and for optimum use of multimedia. Each first, second, and third grade is housed in one pod, but the fourth and fifth grades share a pod, as do the fifth and sixth grades. Each pod has instructional areas divided by sliding walls to accommodate large and small groups; a library stocked with print and non-print materials; a center equipped for planning and producing media; facilities for storing instructional equipment; special activity rooms; a cafeteria, and restrooms. The Killian Junior-Senior High School is another new school designed for the use of multimedia, including CCTV, in the instruction of large and small groups, and for individual study in carrels equipped with dial access and automatic reading devices. The Robert E. Lee Junior High School, which is housed in an old building in a "disadvantaged" area, has a full-time director of learning resources assisted by an AV specialist, and a media center located in the library. Instructional equipment and an extensive collection of materials are provided under ESEA, Title I. The school also serves as an inservice training center for 21 small schools in the impoverished multi-ethnic area (Spanish-speaking Cubans, Puerto Ricans, South Americans, and Negroes). This "Little Schools Project" under Title I brings teachers of social studies, science and language arts to teach at Lee High School for six-week evaluation periods, while teachers from Lee substitute for them. Videotape recordings are made in the project classrooms, and an inservice training teacher-team helps the individual teacher in the project to evaluate his performance and techniques as revealed by the tapes. The new Miami Springs High School coordinates its media and instructional programs as an I/D/E/A school; that is, it was selected for financial support by the Kettering Foundation's Institute for Development of Educational Activities. It also has subject curriculum centers and labs funded by ESEA,Title III.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
FLORIDA								
ORANGE COUNTY PUB.SCHS. 440 Tampa Drive Orlando 32802	64,700	1-12	$450	Fulltime	IMC	WMFE	History Reading	Team teaching Multimedia Electronic labs Individualized instruction

Summary:

ORANGE COUNTY PUBLIC SCHOOLS: The media director for this system works with the assistant superintendent of instruction to plan the media program. The system maintains a large instructional materials center from which all textbooks and a wide range of media and equipment provided by Federal funds are distributed. It also maintains a separate center housing an extensive film library, collections of other media, a photo-processing lab, a library-processing workroom, and facilities for the production of various kinds of media. Many of the locally-produced transparencies are distributed not only to schools in this county, but also in Seminole and Oceola counties.

At Edgewater Senior High School, team teaching of history by a three-member team using mixed media was initiated five years ago. Its success prompted the organization of similar teams for other subjects, and their development of instructional units enlivened by multimedia. Most subjects are now team-taught. Each team teacher actually spends only two hours a day in teaching, supervises a study hall one hour a day, and spends the remaining time in working with other team members to plan and prepare materials for presentation. The planning and resource areas are stocked with locally produced materials including slides, tapes, and transparencies. Students help produce many of these and also help operate the equipment. An electronic reading laboratory includes rooms for the instruction of small groups and for conferences with individual students. It also includes carrels equipped with electronically controlled readers and providing access to taped and visual materials for study by individuals.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
FLORIDA								
SARASOTA COUNTY PUB.SCHS. 2418 Hatton Street Sarasota 33577	16,000	1-12	$570	Fulltime	IMC Building centers		Remedial Language Arts Science Math	Team teaching Modular scheduling Ungraded Individualized instruction Electronic labs

Summary:

SARASOTA COUNTY PUBLIC SCHOOLS: In the construction program now underway in this system, all new buildings are designed for optimum use of mixed instructional media. The director of instructional materials is consulted as to their design. He works with supervisors, principals, and media coordinators at each school in planning the media program. He also conducts inservice training of teachers, and supervises the instructional materials center housing collections of media including textbooks and media production facilities. At every senior high school, and at most junior high schools, a full-time media specialist helps teachers plan effective use of AV materials and provides the selected media, many of which he produces in a special production center. In elementary schools, the media coordinator is a librarian or a teacher who is assigned this responsibility. Every school in the county has an instructional resource center, and some also have decentralized collections of equipment and media to serve instruction in various subjects. Numerous schools have team teaching, modular scheduling, and ungraded curricula.

The new, air-conditioned MacIntosh Student Center (grades 6-9) is designed and equipped to promote learning through the coordination of mixed media in the instructional programs for large and small groups, and also for individual self-teaching in its learning and remedial laboratories. Its main resource center supplements special media centers for several departments. Its media production center includes work areas for both teachers and students.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
GEORGIA								
ATLANTA CITY PUB.SCHS. 224 Central Avenue, S.W. Atlanta 30303	110,000	K-12	$400	Fulltime	IMC	CCTV WETV	Disadvantaged English as a second lang. Language Arts Social Studies Business Educ. Foreign lang. Science	Radio Electronic labs Multimedia Individualized instruction Television

Summary:

ATLANTA CITY PUBLIC SCHOOLS: A radio station and an ETV station owned by this system are operated by a Department of Educational Broadcasting. This department functions as a separate unit in the instructional program which employs print and non-print media to promote learning in the 150 schools of the system. A central film library houses 5,000 16mm educational films from which daily deliveries are made. Nine laboratories using multimedia to develop communication skills in listening, speaking, reading, and writing are operated for 1,000 "disadvantaged" eighth graders in nine schools. An inservice training program for duty in such labs, and for the guidance of other types of instruction in language arts, is conducted at a central laboratory operated at the Instructional Services Center for the system.

Grant Park Elementary School is a participant in a program for educational improvement financed by the Ford Foundation, and is also a participant in a comprehensive community school program supported by Federal funds. Both programs use a wide range of media. At the Sylvan Hills High School, teachers of social studies use multimedia extensively. Individualized instruction is fostered in a laboratory for business education, a language laboratory, and a science laboratory. At the West Fulton High School, many types of media are used to teach English as a second language and for remedial instruction in reading.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
GEORGIA								
FULTON COUNTY PUB.SCHS. 165 Central Avenue, S.W. Atlanta 30303	31,971	1-12	$442	Fulltime	AVC Film lib.	WETV CCTV	Social Studies Science	Radio Multimedia Individualized instruction

Summary:

FULTON COUNTY PUBLIC SCHOOLS: The radio and ETV stations owned by the Atlanta Public Schools serve the 64 public schools in this county. The system operates a central library of printed and recorded materials, and a separate educational film library of 1900 16mm titles. At the Briarwood High School, CCTV is used to broadcast and rebroadcast special instructional programs originated by teachers in several curriculum areas. At the Meadows Elementary School, multimedia are used to promote individualized instruction.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
GEORGIA								
RICHMOND COUNTY PUB.SCHS. 2083 Heckle Street Augusta 30904	34,061	1-12	$313	Fulltime	IMC		Blind & partially blind	Audio media

Summary:

RICHMOND COUNTY PUBLIC SCHOOLS: This system operates a small instructional media center and an inservice training program fostering the use of AV materials in every instructional program. Its special program for blind and partially blind students uses a variety of audio devices and materials.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
GEORGIA								
CLAYTON COUNTY PUB.SCHS. 120 Smith Street Jonesboro 30236	19,334	1-12	$302		Libr. AVC	CCTV	Arithmetic Language arts Music Science Social Studies French Reading	Videotapes Multimedia Electronic labs Television

Summary:

CLAYTON COUNTY PUBLIC SCHOOLS: The 21 schools in this system use state network TV. At the G. W. Northcutt Elementary School in College Park, CCTV is used for playback of videotape recordings of selected broadcasts by master teachers of arithmetic, language arts, music, science, social studies, and in the fifth grade for conversational French. An exemplary program in reading is conducted at this school. It uses multimedia and the techniques of a language laboratory to improve comprehension and speed in reading.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
GEORGIA								
GWINNETT COUNTY PUB.SCHS. Gwinnett Drive Lawrenceville 30245	11,600	1-12	$330	Fulltime	IMC		Math Language Arts	Transparencies Slides Mobile AV Van Local Production

Summary:

GWINNETT COUNTY PUBLIC SCHOOLS: There is no media staff at the district level for this system. The county's media program is provided by a teacher with AV training working from a mobile production and distribution unit which makes regular visits to the schools in the county. However, small quantities of both equipment and materials make this rather a limited program on a county-wide basis.

In Norcross Elementary School, the principal functions as the AV director. He has some training in media and conducts inservice meetings with his staff. The school has an exceptionally fine single school service center for the production of materials; one of the best equipped in the state. It is staffed by a teacher and two secretaries who do production work under the direction of the principal, as teachers request materials. A flash slide program is being developed for this school, in mathematics and in language arts.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
HAWAII								
J. B. CASTLE HIGH SCHOOL 45-386 Kaneohe Bay Drive Kaneohe, Oahu 96744	1,720	9-12	$540	Halftime	Library Production center	CCTV	Reading development Social Studies Language Arts	Paperback library Local production

Please Note: Hawaii is unique in that its State Department of Education operates a single school system for the entire group of islands. An attempt to decentralize this operation is underway. The state operates a CCTV system for all schools.

Summary:

J. B. CASTLE HIGH SCHOOL uses various kinds of media, including CCTV, to promote learning in several subjects. Teachers of social studies and language arts make especially advantageous use of AV materials, some of which they produce with student help in a workroom adjoining the library. A reading room is equipped with individual carrels and a collection of AV materials.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
HAWAII								
WAIANAE ELEMENTARY SCHOOL 85-220 McArthur Street Waianae 96786	1,181	K-6	$540	Fulltime	IMC	CCTV	Culturally deprived	Multimedia

Summary:

WAIANAE ELEMENTARY SCHOOL, located in an area that is classified as "culturally deprived," has ample Federal funds for instructional equipment and AV materials including programs shown on CCTV. Various kinds of media supplied by the district's EMC supplement the stock of media available in the school's own EMC. Use of these materials has strengthened most of the instructional programs in the school.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
HAWAII								
BALDWIN HIGH SCHOOL 1650 Kaahumanu Avenue Wailuku 96793	1,524	9-12	$540	Fulltime	Libr. AVC	CCTV	Japanese	Language labs Overhead projector Filmstrips

Summary:

BALDWIN HIGH SCHOOL uses a language laboratory to conduct a noteworthy program in Japanese. Its center for AV media and equipment, operated as part of the library, was developed largely by the full-time AV coordinator. Teachers of several subjects make skillful use of overhead and filmstrip projectors and tape recorders.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
IDAHO								
SNAKE RIVER SCHOOL DISTRICT #52 Route #2, Wilson Bldg. Blackfoot 83221	1,600	1-12	$350		Building IMC		Language Arts	Team teaching Multimedia Individualized instruction

Please Note: Large areas of Idaho are sparsely settled. They are served by very small, one- or two-teacher schools. One school has only seven students.

Summary:

SNAKE RIVER SCHOOL DISTRICT #52: With the aid of ESEA, Title III funds, this system designed, built, and equipped the new rural, windowless, Morelands Riverside Elementary School (4-6) for cooperative triad teaching using multimedia. The school was planned not only to serve its 300 students, but also as a pilot project to stimulate the adoption of new instructional methods by other school districts in surrounding areas. Each of the three teams of teachers at the school is composed of four teachers and an aide. Each team plans and carries out educational goals cooperatively, and each works with only a single grade. Since each triad also devises its own schedule, there are no bells in the building, nor are there any walls between the areas for groups at three different levels of learning within each grade. In addition to instruction of large groups and small groups through extensive use of mixed media, the triad plan promotes individual learning in the instructional materials center housing individual study carrels, a wide range of equipment and media, and a workroom for production of media.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
IDAHO								
HAGERMAN SCHOOL DISTRICT #233 Box 236 Hagerman 83332	300	1-12	$650	Fulltime	IMC	2500mHz	Science Social Studies Language Arts	Multimedia Programed instruction Listening lounge Individualized instruction IMC Telecommunications

Summary:

HAGERMAN SCHOOL DISTRICT #233: The instructional programs in the junior-senior high school of this system have been developed as a $235,000 ESEA, Title III project. Every classroom has been remodeled and equipped for the use of multimedia. An individualized learning center financed by a large part of the ESEA funds was established not only to provide a multimedia approach to individual in-depth study by its 180 students but as a demonstration center for other school systems in the state. High school teachers and other high school personnel, school board members, and high school students from different systems each month are brought to the center for demonstrations and workshops in the use of modern instructional equipment and media. The center houses electronic study carrels in a study room stocked with almost all types of media, including programed materials and self-instructional kits. A listening lounge, and an adjoining workroom with facilities for the production of media is used by teachers and student aides. Equipment in the center includes filmstrip viewers and projectors, 16mm sound film projectors, 8mm cartridge load projectors, electronic projectors for the improvement of reading, overhead projectors, TV receivers, an amplified telephone system, record players, and microscopes. A full-time media director meets with teachers in daily conferences to plan instructional units.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
IDAHO								
LEWISTON INDEPENDENT SCHOOL DISTRICT #1 21st Avenue & 15th Street Lewiston 83501	5,600	1-12	$450		Building IMC		Art Reading Music	Team teaching Multimedia Individualized instruction

Summary:

LEWISTON INDEPENDENT SCHOOL DISTRICT #1: As part of a planned four-building complex for this system, the new McSorley Elementary School was designed, built, and equipped for team teaching and individual in-depth study promoted by optimum use of multimedia. The six classrooms in the hexagonal building have movable walls so that they can be thrown open into three large instructional units for grades 1 and 2, grades 3 and 4, and grades 5 and 6. Each of these units is fully equipped for the use of media. They are clustered around a center for instructional materials housing a library, a collection of AV equipment for individual student use, assorted media including unified packets of self-instructional materials, and a workroom for the production of both audio and visual media. The two-teacher teams and other members of the professional staff including administrative personnel were chosen not only for their general training and abilities, but also for their interest in the multimedia approach to instruction. In preparation for their duties, they visited several other systems to study multimedia programs coordinated with instruction.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
IDAHO								
WILDER PUBLIC SCHOOL DISTRICT #133 Box 488 Wilder 83676	800	1-12	$450		IMC	CCTV	French Spanish Business Educ.	Electronic lab Multimedia Videotapes Individualized instruction Intercom.

Summary:

WILDER PUBLIC SCHOOL DISTRICT #133: The library of the junior-senior high school of this system is being enlarged and remodeled as an instructional materials center with an individualized learning facility and a workroom for the production of AV materials. Courses in business education and Spanish and French classes are already making significant use of multimedia. Filmstrips supplement the AV tapes and records used in the language laboratory. Commercial subjects are taught in an electronic laboratory, one part of which simulates a business office. Students working in this unit type and do bookkeeping for the administrative office of the school. Videotape recorders and a dictaphone system are wired to provide two-way communication between individual desks and the console at the teacher's desk. CCTV is used for inservice training.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ILLINOIS								
CARBONDALE COMMUNITY HIGH SCHOOL DIST. #165 200 N. Springer Street Carbondale 62901	1,060	9-12	$850	Fulltime	Building center		Humanities	Team teaching Multimedia Dial access

Summary:

CARBONDALE COMMUNITY HIGH SCHOOL DISTRICT #165: Team-teaching at the community high school uses multimedia and the problem-solving technique to encourage individual students to form hypotheses, seek out data, and draw conclusions. An especially noteworthy example of instruction using these combined techniques is a course in the humanities team-taught at the school by teachers of art, music, and English. Four media specialists who are curriculum-oriented help coordinate the media and instructional programs, and conduct regular inservice-training in the use of media.

The new large learning center at the school is part of a $1,500,000 building program started in 1965. A second identical center is planned for the new high school under construction now. The learning center, which is carpeted and air-conditioned, houses extensive collections of most types of instructional media, including books, programed and reserve materials, phonograph records, audio and video tape recordings, films, filmstrips, slides, and transparencies. These collections are supplemented by educational films and tapes rented from the nearby Southern Illinois University. Individual carrels in the study area are equipped for dial access to multimedia. The center also houses special classrooms, preparation halls and conference rooms; separate rooms for periodicals, faculty use, for preview and for control of the dial access system; and a workroom for the production of media including tapes and transparencies--by media specialists, teachers, and students. Classrooms in the center are scheduled for use by teachers when their classes as groups need to use resource materials. Students are assigned to the preparation halls during their free periods and are allowed to go without passes to the center's study area to obtain materials and use the carrels.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ILLINOIS								
EDWARDSVILLE PUBLIC SCHOOL DISTRICT #7 708 St. Louis Street Edwardsville 62025	5,173	K-12	$350		IMC		Language arts In-service Library Creative thinking Accelerated	Transparencies Multimedia

Summary:

EDWARDSVILLE PUBLIC SCHOOL DISTRICT #7: This system operates a large educational media center for the storage, processing, and distribution of instructional media including filmstrips and flat pictures. Educational sound films are rented. Most of the instructional programs making extensive use of AV materials have been developed by individual teachers on their own initiative. Two teachers at the N. O. Nelson Elementary School developed a program in language arts using many overhead transparencies and presented it to 1,200 K-2 pupils in 13 buildings. Inservice training using guidelines specifically developed for teachers of this program is conducted after school and on weekends. Another teacher in the system developed a course in social studies--also using many overhead transparencies--conducted for 300 accelerated sixth-grade students in four buildings. A librarian and an art teacher developed a program combining flat pictures and audio tapes in a story approach to teach students how to use library facilities and the Dewey Decimal System. An inservice-training unit in the program helped teachers to conduct this program for 2,400 pupils in 13 buildings. Another teacher used multimedia in developing a program to promote creative thinking among 1,850 pupils at the LeClair and Junior High Schools.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ILLINOIS								
EVANSTON HIGH SCHOOL DISTRICT #202 1600 Dodge Avenue Evanston 60204	4,500	9-12	$850	Fulltime	IMC	CCTV	English Social Studies Foreign languages	Team teaching Multimedia Dial access Electronic labs

Summary:

EVANSTON HIGH SCHOOL DISTRICT #202: This system is committed to a policy of trying educational innovations. Thus, both traditional and innovative programs are in progress at Evanston Township High School. Especially noteworthy team-teaching of social studies and English, combined, is promoted at the school through heavy use of media. Language classes have dial access to multimedia through a limited number of receiving stations. The media staff for the system includes five full-time librarians with AV training, two para-professionals, five clerks, three TV engineers, an ITV production director, a part-time language laboratory supervisor, and a full-time art consultant for the production of visual media including transparencies. The media center is now oriented toward books rather than AV materials, but four resource centers including both book and non-book materials are planned for development in a unique new building which will house four complete high schools--each with an enrollment of 1,500 students. Each school will have its own principal, staff, instructional program--except for an occasional course in a specialized study such as Japanese or Russian-- and student activities, with the exception of athletics.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ILLINOIS								
LEYDEN HIGH SCHOOL DISTRICT #212 3400 N. Rose Street Franklin Park 60131	4,199	9-12	$800		Building centers	CCTV	Reading Development	Programed instruction Videotape Dial access

Summary:

LEYDEN HIGH SCHOOL DISTRICT #212: The media program at both East Leyden and West Leyden High Schools is coordinated with instructional programs in most subjects. A developmental program in reading at West Leyden encourages independent study and makes an especially significant use of programed materials and other media. Both high schools are supplied with most types of instructional equipment and AV media including many transparencies, 330 educational films, and 3,000 filmstrips. At each school these materials are housed in a large media center having individual carrels with dial access to 20 channels. A workroom, housing facilities for the production of graphics and other media, adjoins each center. At West Leyden, the center includes a conventional library. At East Leyden, the library is not a part of the media center, but plans calls for their combination. Videotape recorders in classrooms are used by teachers for their own evaluation of their teaching. The controls for these recorders are placed in halls so that equipment does not interfere with instruction.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
ILLINOIS								
FREEPORT PUBLIC SCHOOLS 1205 S. Chicago Avenue Freeport 61032	6,400	K-12	$550		Libr. AVC		Gifted children	Ungraded Independent study Team teaching Multimedia

Summary:

FREEPORT PUBLIC SCHOOLS: The most advantageous use of team-teaching and multimedia in this system is demonstrated in a program for gifted fifth and sixth grade pupils brought together in the developmental center of the Empire Elementary School. Funded by the Illinois Program for Gifted Children, this program was developed by six teachers in planning sessions extended over a year. Classrooms used in the program have movable walls, permitting instruction of both large and small groups by teams of five teachers aided by two teacher interns, materials resource specialists, a librarian, and other specialists from both the school and the community. Each teacher in the project has one day a week released time to cooperate in planning specific units of instruction including units promoting independent study by individual pupils working at carrels. The development center also provides training opportunities for inexperienced teachers.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ILLINOIS								
OAK PARK PUBLIC SCHOOL DISTRICT #97 122 Forest Street Oak Park 60301	5,368	K-8	$688	Fulltime	IMC Building centers	CCTV	Sex Education Science Astronomy Remedial Social Studies Speech	Local production 8mm films Multimedia Weather station Programed instruction

Summary:

OAK PARK PUBLIC SCHOOL DISTRICT #97: The full-time media specialist directs operations at a large instructional materials center which supplements IMC's at all schools in the system. Locally-produced media include a slide unit for sex education and 8mm single-concept films for instruction in science. At the Emerson School, science teachers worked together to develop a total program, every phase of which uses multimedia including programed experiments from the University of Maryland and information packets from NASA. The program includes an elementary course in astronomy, and instruction in weather using a weather station that the teachers developed on the roof of the school. The science program also encourages independent study and study by small groups.

A program in remedial reading, also at the Emerson School, is conducted by a full-time reading specialist assisted by four teachers, with a pupil-load of only five in some classes. Multimedia including electronically controlled readers, tape recorders, and tachistiscopes are used in this program. The speech therapist at the school uses television to aid more pupils and a first grade teacher is using the initial teaching alphabet.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ILLINOIS								
OAK PARK-RIVER FOREST HIGH SCHOOL DISTRICT #200 201 N. Scoville Oak Park 60302	3,498	9-12	$938	Fulltime	IMC		In-service Gifted children Math Foreign lang.	Subject area resource centers Multimedia Computerized instruction

Summary:

OAK PARK-RIVER FOREST HIGH SCHOOL DISTRICT #200: The single school in this district is a Knapp Library Project School equipped to use a variety of instructional media in the teaching of every subject in the curriculum from automechanics to zoology. Its 30,000 sq.ft. library, which has individual carrels for viewing and listening, houses most types of instructional media. It is supplemented by a new special resource center for mathematics and science, and by other resource centers for foreign languages--including French, German, Spanish, Russian, and Latin; for American history, art, and social studies. Other collections of media are conveniently located for instruction in the industrial arts shop, in journalism, in home economics, reading improvement, special courses for gifted students, and a new course in the humanities. All instructional materials are ordered, processed, and cataloged in the main library.

The media staff includes an AV director, the head of library services, and an assistant, a librarian for each major departmental resource center, a part-time bibliographer, a secretary, and six half-time library aides. An assistant professor of education at the University of Illinois, the co-applicant in the Knapp Library Project for this school, helps conduct in-service-training workshops in the use of mixed instructional media. The workshops are scheduled for new teachers and 40 University of Illinois student-teachers at the school.

The school is now developing a computerized instructional resource system in its main library. This project for random access retrieval of instructional media is funded by a grant of $1,300,000 under ESEA, Title III.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
ILLINOIS								
URBANA PUBLIC SCHOOL DISTRICT #116 101 N. McCullough St. Urbana 61801	6,279	K-12	$630		Building centers	WILL	Foreign lang. Gifted children Math Reading	Ungraded Multimedia Programed instruction Electronic lab Team teaching

Summary:

URBANA PUBLIC SCHOOLS DISTRICT #116: The curriculum in this system is ungraded. The abilities and educational progress of each child are constantly tested to make sure that an instructional program to meet his individual needs at various stages of his development is planned and conducted. Instruction in every subject is promoted by extensive use of multimedia, including programed instruction. Each school has an instructional materials center supplemented by a new cooperative film library funded under ESEA, Title II. Librarians with AV training man these centers and help teachers select appropriate media. Urbana Junior High School has a foreign language lab and one overhead projector for every two teachers. Instruction in science at this school is conducted by teams of teachers using most types of media, including transparencies, films, and filmstrips.

Yankee Ridge Elementary School is a demonstration center for the teaching of gifted children. Kindergarten and the first three grades are combined into an ungraded primary school section in which math and reading are team-taught through the use of programed media, including materials from the University of Pennsylvania. MPATI programs, enrichment programs from the University of Illinois, and a variety of other media including films, filmstrips, recordings, transparencies, flat pictures, charts, are also used. The school published a mimeographed book presenting many examples of creative writing by its gifted pupils.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
INDIANA								
ELKHART COMMUNITY SCHOOL CORPORATION 228 W. Franklin Street Elkhart 46514	13,900	K-12	$509	Fulltime	AVC Library	CCTV	Speech Math Science	Radio Team teaching Multimedia

Summary:

ELKHART COMMUNITY SCHOOL CORPORATION: An AV director supervises operations at the AV center for this system, and works with the TV director, radio director, and department heads to plan the use of instructional media. He also meets regularly with supervisors and members of the administrative staff to present needs of the media program and to plan its budget.

The new Elkhart High School has a CCTV station and a closed circuit radio station with a central sound system. Classes in speech use the CCTV system with special projects. The library is coordinated with the center. Every classroom is equipped with a 70 x 70 screen, an overhead projector, light control, several electrical outlets, a radio, and a TV set. Instruction of large groups by teacher teams, and testing of groups is done in a tiered lecture room. Instruction in mathematics and in science make an especially noteworthy use of multimedia.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
INDIANA								
EVANSVILLE-VANDERBURGH SCHOOL CORPORATION 200 N.W. Seventh Street Evansville 47708	33,000	K-12	$480	Fulltime	IMC	CCTV	In-service French Remedial Reading Reading Development Industrial Arts	Multimedia Electronic labs

Summary:

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION: This system conducts a continuous inservice-training program in the preparation and use of multimedia. At a new instructional materials center, many master transparencies and other AV materials are produced, and all types of media including books and other printed materials are stocked, processed, cataloged, and distributed to all schools. At Bosse High School, French is taught in a language lab with extensive use of films. Reading and remedial reading are taught in special labs in several schools. At Central High School, teachers of vocational technical drafting use many overhead transparencies. All teachers of social studies and of geography also use locally-produced basic transparencies.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
INDIANA								
SCHOOL CITY OF GARY 620 E. Tenth Place Gary 46402	49,300	K-12	$550	Fulltime	IMC Building centers	CCTV	In-service Handicapped Foreign languages	Radio Electronic labs Multimedia

Summary:

SCHOOL CITY OF GARY: Library and audiovisual services of this system are coordinated under the supervision of a director of library services and an AV director. All instructional media--including printed materials--in the central AV facility, and in the libraries and AV media collections at all schools, are cataloged and processed by the central library technical service. Several secondary schools have true instructional materials centers housing all types of media, and every secondary school has a librarian and an AV director. In each elementary school, a librarian with some AV training is the coordinator for the media program. Media staff members help teachers plan their use of multimedia. They also conduct inservice-training, offering two to four graduate courses in the use of media each semester.

All new classrooms are fully equipped for the use of multimedia, and older classrooms are being renovated and equipped for the same purpose. The system owns and operates a radio station, chiefly for instructional programing. Multimedia are heavily used in a special school for crippled children. Foreign languages are taught in modern labs, some of which are overhead facilities rather than the usual language lab carrels.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
INDIANA								
SCHOOL TOWN OF MUNSTER 8824 Columbia Avenue Munster 46321	3,300	K-12	$450		Building IMC's		Math History Science	Team teaching Multimedia Rear-screen projection

Summary:

SCHOOL TOWN OF MUNSTER: The new junior-senior high school for this suburban system is designed, built, and equipped for team-teaching and a significant use of multimedia. Each of the two schools is served by its own large instructional materials center. In the junior high school, the center houses individual study carrels equipped for the use of a tape/disc console system. Classrooms in the junior high school use large rear-screen projection. In each senior high classroom, one large front screen is permanently installed with keystone eliminators. A second portable screen is used for multimedia presentations. A projection booth is located between the rear of each classroom and the IMC so that AV materials may be prepared in the center and brought in for projection without disturbing the class. Each classroom has a wall panel for light control and operation of the projector.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
INDIANA								
NEW ALBANY-FLOYD COUNTY CONSOLIDATED SCH. DIST. 802 E. Market Street New Albany 47150	11,109	1-12	$430	Fulltime	AVC	CCTV	Science Radio instruction	Radio Mobile labs Field trips

Summary:

NEW ALBANY-FLOYD COUNTY CONSOLIDATED SCHOOL DISTRICT: In the science programs, several movable science laboratory tables are always in readiness for demonstrations in classrooms. While two or three of these are in use, others are being set up so that no time for instruction need be lost. The educational FM radio station owned by this district is operated not only for instructional programing in all public schools in the district, but to provide training to students in the many phases of broadcasting. The system has a long record of sending high school graduates on to successful careers in the radio industry.

A program of educational field trips to a great variety of locations has been developed into a major instructional activity. A full-time educational tour director supervises the program which is designed to benefit the greatest possible number of students and to make every tour an educational experience rather than an excursion. Begun in 1952-53, when 119 tours were conducted, the program involved 813 tours in two system-owned buses in 1965-66.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
INDIANA								
SOUTH BEND COMMUNITY SCHOOL CORPORATION 228 South St. Joseph St. South Bend 46601	36,062	K-12	$530	Fulltime	IMC		In-service	Computerized booking Radio

Summary:

SOUTH BEND COMMUNITY SCHOOL CORPORATION: Bookings of educational films and other media from the instructional materials center of this system are handled by computer. Teachers use special computer cards to order materials. Deliveries are made the morning after the cards are received at the center. The center supplements collections of materials, including filmstrips, slides, and recordings, at each school. The media staff includes a media director, two AV technicians, a graphic artist, a booking clerk, a secretary, and an administrative assistant in charge of radio programing. An FM radio station, used for instructional programing at each school, also serves seven other school systems. An inservice training program in the selection, production, and use of instructional media is tied in with a schedule of salary increases. In addition to the instructional media catalog and supplements, teachers receive a weekly flyer on radio programing and other media programs in the system.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
IOWA								
CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT 346 Second St., S.W. Cedar Rapids 52404	23,432	K-12	$484	Fulltime	IMC Building centers	CCTV	In-service Social Studies	Multimedia Dial access Local production

Summary:

CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT: The Iowa Area Ten Educational Media Center with headquarters in Cedar Rapids serves this system and more than 200 other surrounding school districts. This large area center and nine other area centers in the state are funded in a unique way under ESEA, Title II. Rather than going directly to individual school systems as in other states, these funds are allocated in Iowa to the ten area centers. An expanded inservice-training program at the Area Ten center is being developed for teachers and other members of the school staffs throughout the area. This program--funded under ESEA, Title III--is designed to promote the use of educational media in instructional programs for the language arts, social studies, guidance and counseling, and library services. Similar training for teachers of other subjects is planned for next year.

Three new schools in the Cedar Rapids system--Taft Junior High School, Harding Junior High School, and the John F. Kennedy High School--are designed, constructed, and equipped for the integration of multimedia in the instructional programs. Classrooms in each school are built around an instructional materials center, with areas for independent study and for the instruction of small groups. All materials in each center are cataloged and color-coded. In addition, dial access is provided in the media center of the new high school and in the Taft Junior High, and the high school center also houses a CCTV studio. The social studies program for grades 6-9 at Taft makes an especially advantageous use of multimedia including transparencies, overlays, slides, and tapes. Most of these materials were produced by teachers and students, assisted by the AV coordinator. Multimedia at this school are also used in the sixth grade regional study of Latin America, in the seventh grade regional study of eastern countries, and in eighth and ninth grade American studies.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
IOWA								
IRWIN COMMUNITY SCHOOLS Irwin 51446	506	K-12	$540		IMC		Science History	Programed instruction

Summary:

IRWIN COMMUNITY SCHOOLS: The media program in the two schools of this district is an example of how multimedia may be effectively integrated with instruction in a small school system. Under the direction of the superintendent, instruction using programed materials and other kinds of media is planned and conducted at a per pupil cost of $540 to promote the learning of each pupil at his own pace. An instructional materials center with adjoining facilities for the preparation of media is funded under ESEA, Title I. Located in the elementary school building, it also serves the junior-senior high school. Every classroom in both schools is equipped with large pegboard panels and hardware for displays, and with a permanent screen and overhead projector.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
IOWA								
MASON CITY PUBLIC SCHOOLS 120 East State Street Mason City 50401	8,624	K-12	$500	Fulltime	Libr. AVC		Physics Accelerated Biology Language Arts Math Science	Team teaching Multimedia Programed instruction

Summary:

MASON CITY PUBLIC SCHOOLS: The new senior high school in this system is designed and equipped to promote learning through team teaching and the use of multimedia. Its team-taught course in accelerated biology, its programed instruction in physics, and a course to develop skills in speech and writing make especially significant use of multimedia. At the John Adams Junior High School, mathematics is taught with a heavy use of locally-produced transparencies. At the Monroe Junior High School, seventh grade science is team-taught through advantageous use of multimedia. Instruction in social studies at the Monroe school and at Roosevelt Junior High School also makes significant use of mixed media.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
IOWA								
RED OAK COMMUNITY SCHOOLS Red Oak 51566	2,052	K-12	$450	Fulltime	IMC		Science In-service Adult Education	Planetarium Multimedia Local Production

Summary:

RED OAK COMMUNITY SCHOOLS: The Southwest Iowa Learning Resource Center funded by a grant of $258,000 under ESEA, Title III, serves this system and all other public school districts in the surrounding six counties. The center houses a large collection of instructional media including 16mm films, filmstrips, 8mm films, transparencies, flat pictures, tape recordings, and individual study kits, from which daily deliveries to schools are made. Classes meet at the planetarium in the center for instruction by the planetarium director and a teacher. Continuous inservice training for teachers throughout the area is conducted at the center under the direction of a graphics specialist. The many types of instructional equipment at the center and the electronic carrels which are used in this teacher-training program are also used in a program of adult education conducted at the center by an information visitation director. An annual fair at the center also creates adult interest in modern instruction promoted through the use of multimedia.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
KANSAS								
DODGE CITY PUBLIC SCHS. UNIFIED SCH.DIST. #443 1000 Second Avenue Dodge City 67801	3,929	K-12	$415	Fulltime	IMC		Math Science	School plant

Summary:

DODGE CITY PUBLIC SCHOOLS, UNIFIED SCHOOL DISTRICT #443: New classrooms in this system are designed and equipped for optimum use of multimedia, and most classrooms in older buildings have been modified and equipped with the most essential facilities--including light control and electrical outlets--for the use of basic AV materials. The media staff for the district frequently aids in the initial planning of specific instructional units. In a recent addition to the Dodge City High School, an instructional materials center including expanded library services is in operation. Its development involved much staff planning under the leadership of the assistant superintendent of schools and the head librarian. An ESEA, Title II grant for 1967-68 will help the center reach a still higher standard of service to instructional programs in which multimedia are integrated.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
KANSAS								
GREENSBURG PUBLIC SCHS. UNIFIED DIST. #422 410 S. Main Street Greensburg 67054	743	7-12	$738	Fulltime	Building center		Guidance Math Science	Multimedia Electronic lab

Summary:

GREENSBURG PUBLIC SCHOOLS, UNIFIED DISTRICT #422: The most advantageous use of mixed media in this small system is at the high school. A spacious and attractive instructional materials center is located in a new addition to the high school building. Planned under the leadership of the superintendent and head librarian, it was developed with NDEA help, but without a special ESEA, Title II grant. The carpeted center houses a great variety of instructional media including printed materials, a reading room to accommodate 65 students, and 41 individual study carrels, of which 12 are equipped to supply several kinds of instructional media. AV equipment and periodicals are checked out for use from a storage room in the center. Another part of the new addition to the school houses a language laboratory and classroom, a guidance counselor's office with adjoining conference and testing rooms, an additional conference room, and professional reading rooms.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
KANSAS								
MEDICINE LODGE UNIFIED SCHOOL DISTRICT Box 288 Medicine Lodge 67104	935	K-12	$500	Fulltime	IMC		Language Arts In-service	Individualized instruction

Summary:

MEDICINE LODGE UNIFIED SCHOOL DISTRICT: The noteworthy instructional materials center for this small system is located in an addition to the remodeled library at the high school. Developed over the past several years, it is one of the four demonstration centers that were awarded grants by the state Title II agency in a state-wide competition. The award recognized the superior planning for the center under the leadership of the school's administrative staff and librarian. It also recognized the merit of a plan to use facilities of a modern IMC to promote an independent study program for individual students.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
KANSAS								
PRAIRIE DISTRICT SCHS. #44 7200 Belinder Street Prairie Village 66208	2,170	K-6	$458	Fulltime	Building Centers	KCSD	In-service Science Social Studies Music	Individualized instruction Filmstrips Films Records

Summary:

PRAIRIE DISTRICT SCHOOLS #44: This small, all-elementary school system uses ETV programs from the Kansas City Public Schools network. The instructional media specialist who directs the media programs in the four schools of the system also conducts inservice-training in the selection, preparation, and use of AV materials. An instructional materials center housing most kinds of learning resources is operated under the direction of a librarian in each school. Three of these centers are almost identical. The fourth is supplemented by an educational film library which also serves the other three schools.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
KANSAS								
TOPEKA PUBLIC SCHOOLS 415 W. Eighth Street Topeka 66612	25,000	K-12	$400	Fulltime	Building centers	KTWU	Science Math	Microfilm Transparencies Tapes Student AV Club

Summary:

TOPEKA PUBLIC SCHOOLS: The AV specialist for this system is in consultation throughout the year with departmental chairmen, coordinators, and teachers in planning the integration of educational media in specific instructional programs.

In the East Topeka Junior High School special emphasis is placed on the use of overhead projection. This program was developed under the leadership of an AV-minded principal and a young math teacher, and has won a commercial award. Other equipment for which funds were not available has been improvised. For example, when window shades were replaced with venetian blinds, the shades were adapted as permanent AV screens in each classroom.

In the Highland Park High School, an instructional materials center is staffed by two full-time librarians --one of whom has special AV training--and a secretary. The program developed for this center was cited by the State Title II section as one of the four top demonstration library resources programs in Kansas. A high proportion of the AV media stocked in the center is in microfilmed, projective, and listening materials. The IMC is carpeted and is located in remodeled library space and additional space formerly used for a classroom.

In the Topeka High School, the educational media center is located in the library. This center houses nearly all types of AV materials and equipment, with the exception of 16mm films and equipment which are located in the AV office. During each school hour, seven or eight student proctors move the equipment and AV media to classrooms, and operate the equipment.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
KANSAS								
WICHITA PUBLIC SCHOOLS 418 S. Broadway Wichita 67202	69,774	K-12	$495	Fulltime	IMC Building centers	CCTV	Business Education Driver Education Foreign lang.	Electronic labs Multimedia Tapes Television

Summary:

WICHITA PUBLIC SCHOOLS have the largest instructional media program in Kansas. The program has been organized in the curriculum department for some years. A large instructional materials center housing most types of media is under the supervision of a media director who works with a chief librarian. They are consultants for instructional programs throughout the system.

An innovational feature in the Wichita High School South is an electronic typing room equipped with a tape bank at the teacher's station and with headphones for 70 students at typewriters. The typing teacher developed this program for double-sized classes over several years of experimentation. When he is producing plans and tapes, a non-certified assistant takes care of details outside of the teaching presentation. A similar program using comparable equipment and media for teaching typing is conducted at the Coleman Junior High School. Also at Wichita High School South, driving and automobile information classes are taught with a significant use of transparencies, films, and filmstrips. A foreign language program at this school makes experimental use of films.

In the Adams Elementary School, an educational media feature is a closed circuit TV program for the teaching of German in grades 1-3. This program, in operation for four years, is taught by a teacher who speaks fluent German, who conducts one class in person with other classes of the same grade level following on CCTV. The teacher shifts from room to room each day so that each class has its share of person-to-person teaching. The program was initiated as part of a Ford Foundation TV teaching experiment. The Adams School was one of four elementary schools participating in the undertaking. Spanish in grades 4-6 at the school is also taught with CCTV. Interest in both programs has been sustained under the leadership of the AV-minded principal.

At Buckner Elementary School, an IMC was begun several years ago under the leadership of the principal and librarian. Three rooms were remodeled to provide space for the center's print and non-print materials. A similar program is conducted at Sherman Elementary School. The center was developed with some NDEA help but without a Title II grant. Facilities are mobile so that they can be moved aside for all-school programs.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
KENTUCKY								
LEXINGTON INDEPENDENT SCHOOL SYSTEM 120 Walton Avenue Lexington 40501	10,056	1-12	$350	Fulltime	IMC Building centers	CCTV	In-service	Multimedia

Summary:

LEXINGTON INDEPENDENT SCHOOL SYSTEM: A large instructional materials center provided under ESEA, Title I, and supervised by the AV director serves this system. Daily deliveries from the center supplement IMC's at all public schools in the district. During the summer, teachers are paid to work at the center and to use its facilities in the preparation of resource guides. Teachers go to the center twice a year for inservice-training by the AV director. The director also visits all schools to conduct sessions of inservice-training in the use of instructional equipment and to help teachers and supervisors plan specific units of instruction making effective use of AV materials. An AV newsletter keeps teachers and supervisors informed of newly acquired instructional materials. Most teachers at the Paul Laurence Dunbar High School effectively integrate multimedia with their teaching.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
KENTUCKY								
JEFFERSON COUNTY PUBLIC SCHOOLS 3332 Newburg Road Louisville 40218	75,000	1-12	$530	Fulltime	Libr. AVC	KETV	In-service Foreign Languages Reading	Television Electronic labs Large group instruction

Summary:

JEFFERSON COUNTY PUBLIC SCHOOLS: ITV has become an indispensable part of the whole instructional program in this system. Studio teachers who are proficient in different subjects televise instruction at station KETV over Channel 15. They work with subject specialists, supervisors, and classroom teachers to design and develop courses for ITV presentations. The Stoddard Plan guides the use of ITV in seven elementary schools. Under this plan, pupils spend half the day in large groups taught by ITV. In the next period, half the pupils are in a physical education class while the others are taught art or music. In the following period, the situation is reversed. The remaining part of the day is spent in small groups taught reading, spelling, and arithmetic by a regular teacher using AV materials.

One elementary school has at least three teacher aides. One assists the teachers of large groups, one works with classroom teachers, and one with music and art teachers. ITV studio teachers work with new teachers in pre-school workshops in the ITV resource rooms. Additional inservice training is part of the ITV program.

The system uses a five-track plan for grouping students in small classes of 25 or less, but they are intermingled in instructional programs especially designed for large groups. Whatever the size of the class, there is considerable use of AV materials. All large classrooms have screens, overhead projectors, film projectors, filmstrip projectors, tape recorders, and record players. Films are obtained from a central library of the system and from the film libraries of the University of Kentucky and the University of Indiana. Several schools --Waggener, Durrett, Eastern, Western, Westport, Pleasure Ridge Park, and Seneca--have electronic language laboratories. In most of these, filmstrips with accompanying records or tapes providing descriptive material in spaced utterances for student repetition are used. Foreign language instruction in primary grades uses foreign language dictionaries with profusely-illustrated pages of familiar objects, identified in both the target language and in English.

Two special reading programs in the secondary schools use pacing machines, tape recorders, hand-operated tachistoscopes, transparencies, filmstrips, and 16mm films.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
KENTUCKY								
OWENSBORO CITY SCHOOLS 620 Walnut Street Owensboro 42301	6,011	1-12	$430	Fulltime	IMC		Science Handicapped In-service Natural History	Circulating museum program Opportunity center Team teaching Multimedia

Summary:

OWENSBORO CITY SCHOOLS: The Owensboro Area Natural Science Museum, funded under ESEA, Title III, serves this system and all schools in four surrounding counties. The museum houses an enormous collection of natural history items, most of which are displayed in portable cases which are circulated to the schools by a delivery truck. Other displays are kept in the museum where tours and lectures are conducted by the director and assistant director of the museum. A full-time artist is employed at the museum. Live specimens of reptiles, fish, and small animals are included in the exhibits that are available for children to observe and handle. Local clubs and special interest groups are encouraged to set up special displays in the museum. Owensboro also operates an opportunity center, a facility for educating the handicapped children and adults in the community. Many objects prepared in the instructional program are sold. The total program is based on the effective use of visual media and physical objects.

An instructional materials center is operated for all schools. Inservice teacher-training in the selection, production and use of multimedia is conducted. At the Owensboro High School, team-teaching makes advantageous use of AV materials. Students use individual study carrels and a variety of media.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
KENTUCKY								
PADUCAH INDEPENDENT SCHOOL SYSTEM Tenth and Clark Streets Paducah 42001	6,555	1-12	$350		IMC	CCTV	Foreign lang. Remedial Science Accelerated	Programed instruction Electronic labs Multimedia Team teaching Reading clinic Individualized instruction

Summary:

PADUCAH INDEPENDENT SCHOOL SYSTEM: Since October, 1966 this system has operated an exemplary non-graded reading clinic for children with average IQ's who find it impossible to keep up with their regular classes because of their difficulties in reading. These children attend the clinic for a minimum of one semester; those who still need help remain for another semester. Three teachers who have had extensive experience and training in remedial reading use multimedia to help each child.

An instructional materials center provides AV media, including many 16mm films, transparencies, and programed materials, to each public school in the district. CCTV programs are used for instruction in several subjects. Foreign languages are taught in electronic labs. Multimedia are integrated in team-taught programs. Accelerated programs, remedial instruction, and individualized instruction are conducted with extensive use of multimedia in classes and in individual carrels. The system conducts a professional improvement program including workshops in the selection and preparation of media and in their coordination with instruction.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
LOUISIANA								
EAST BATON ROUGE PARISH SCHOOLS 1050 S. Foster Street Baton Rouge 70821	59,000	1-12	$420	Fulltime	IMC Building centers		In-service Remedial Social Studies Handicapped	Multimedia School Plant Films Local production

Summary:

EAST BATON ROUGE PARISH SCHOOLS: A new instructional resource center funded by a Federal grant of $307,000 under ESEA, Title I supplies books, other printed materials, and a great variety of AV media to the schools in this system. The AV materials include 900 parish-owned 16mm films, and large collections of 8mm films, filmstrips, slides, disc and tape recordings, study prints, and transparencies. Like all other school districts in the state, this system supplements its locally-owned educational films with films obtained from one of the state's nine regional depositories of films, each of which has 48,000 prints of 5,800 titles.

Approximately one-third of the 12,000 sq. ft. resource facility is a work area for the inservice training of the 2,544 teachers in the system; for curriculum seminars; and for the preparation of "scope and sequence" guides for instruction at different levels (1-12). Including recommendations for the effective use of appropriate instructional media, the guides are written by ongoing committees of principals, curriculum supervisors, and teachers. The inservice-training includes workshops conducted in the use of instructional equipment, and the preparation of AV materials for incorporation in specific units of instruction. Forty schools no older than 12 years are equipped for full use of AV materials. Among the newer ones, which are air-conditioned and windowless, several are schools built "in the round" with an IMC at the heart of each building. Most instructional programs at Istrouma High School, which has production facilities, make especially advantageous use of multimedia.

A special education program using multimedia to aid children with educational handicaps, including difficulty in reading, is conducted in many schools of the district. This program will be intensified and extended in a new Special Education Center funded by a grant of $260,000 under ESEA, Title I, which is now under construction.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
LOUISIANA								
JEFFERSON DAVIS PARISH SCHOOLS P.O. Box 1167 Jennings 70546	7,900	1-12	$435	Fulltime	IMC Building centers		In-service Educationally disadvantaged Reading Spelling	Multimedia Programed instruction

Summary:

JEFFERSON DAVIS PARISH SCHOOLS: Funds provided under ESEA, Titles I, II and III, are used to develop, coordinate, and support the extensive instructional media program in the 18 public schools of this parish. A large educational materials center at the parish seat supplements EMC's at each school. The main EMC houses collections of media including printed materials, facilities for the production of AV materials, lecture rooms, and conference rooms for guidance and counseling. The center has a staff of 17, including the director, four media specialists with graduate degrees, two paraprofessionals, secretaries, clerks, and a truck driver who makes daily deliveries.

The center's director and the AV specialists work with the superintendent, principals, and supervisors to upgrade curriculum and instruction. They also help plan new classrooms for full use of multimedia and conduct inservice-training at the center. A special inservice program of three weeks was conducted under ESEA, Title III, during the summer before the instructional media program was greatly expanded. Teachers were paid $15 a day to attend those sessions which were largely devoted to the use of cross-media. In addition, teachers are given released time during the school year to participate in workshops in the preparation of AV materials. Special publications on the use of AV equipment and materials in various curriculum areas are prepared at the center and distributed to teachers. One of these publications presents detailed recommendations on the use of devices and media to sharpen perception and develop skill in reading and spelling. The center is open on Saturday and three evening a week so that teachers may use its facilities to prepare for their classes.

A summer project of eight weeks' duration--funded under ESEA, Title I--helps educationally disadvantaged students in eleven schools. Project teachers make heavy use of multimedia in conducting these summer classes of not more than 15 students. Most instructional programs at the Jennings High School and at Welsh Elementary School use multimedia.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
LOUISIANA								
ORLEANS PARISH SCHOOLS 708 Carondelet Street New Orleans 70130	105,000	K-12	$575	Fulltime	AVC		Foreign lang. Remedial Social Studies Disadvantaged English	Electronic labs Multimedia Theater

Summary:

ORLEANS PARISH SCHOOLS: The supervisor of audiovisual education in this system meets regularly with the assistant superintendent in charge of instruction and with the director of curriculum services. He also works with supervisors and teachers in each curriculum area to plan the integration of suitable media in specific phases of instructional programs.

An AV center for the system supplements collections of educational media at all schools. All new classrooms are designed, built, and equipped for optimum use of multimedia, and most older classrooms are partially equipped for the use of basic AV materials.

At Behrman Senior High School, electronic laboratories are used in teaching foreign languages and remedial reading. Courses in foreign languages at Gregory Junior High School are taught with multimedia, and special programs for the many disadvantaged pupils at Peters Junior High School also use a great variety of educational media. Theatrical productions are used to enrich the teaching of English in various units. A professional theatrical group produces four plays each year to enliven the teaching of English literature and to bring enrichment to culturally deprived students. Classroom teachers prepare the students for the performances and conduct discussions afterward. All Junior High Schools in the Parish participate in this federally funded program.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MAINE								
BRUNSWICK SCHOOL DEPT. Federal Street Brunswick 04011	3,600	K-12	$420	Fulltime	IMC Building centers		Lang. Arts Social Studies Sciences	Programed instruction Graphics

Summary:

BRUNSWICK SCHOOL DEPARTMENT: A model library and multimedia demonstration center developed under ESEA Title II serve the Coffin Elementary School (K-5) and the Brunswick Junior High School (6-8). Of the $25,000 provided each year for five years, 25 percent can be spent for AV materials. A more recent grant of $55,000 under ESEA, Title III, will provide needed instructional equipment and additional media specialists. The media program is staffed by an AV director, a head cataloger, and two clerks for the system, plus a staff at each school of a graphics production specialist, a teacher-librarian, and a library assistant. The AV director conducts an AV inservice training program. Each school has a listening and viewing center, a teacher-pupil resource research room--also equipped for listening and viewing by small groups and individuals--and a room equipped for the production of AV materials. Programed materials along with other instructional media are used in the elementary school.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MAINE								
MADAWASKA SCHOOL DISTRICT Madawaska 04756	2,000	K-12	$447		Libr.		English as a second lang.	Electronic lab

Summary:

MADAWASKA SCHOOL DISTRICT: In the Madawaska Elementary School, a bilingual laboratory is used for teaching English as a second language for French-speaking pupils. The teacher in charge of the laboratory identified the major areas of difficulty for these students and developed elaborate programing to solve the problems through the use of mixed media, most of which she produced herself.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MAINE								
PORTLAND SCHOOL SYSTEM City Hall Portland 04111	13,700	K-12	$513	Fulltime	IMC		In-service	Multimedia IMC

Summary:

PORTLAND SCHOOL SYSTEM: The instructional resource center for this system is unique in Maine in that it serves not only a local district, but other school systems in a large surrounding area. Funded under ESEA, Title I, the center is stocked with almost all kinds of instructional media, and is staffed by two materials resource specialists and two librarians. At this center and also in the various schools of the district, the staff conducts inservice training programs in the selection, production, and coordination of mixed media with instructional programs. Regular newsletters keep teachers informed as to newly acquired AV media and other details of the media program. The resource center is available for community use at night. Many students in the Portland branch of the University of Maine, and numerous teachers taking extension courses regularly use the facilities at the center.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MAINE								
WATERVILLE SCHOOL DEPT. Waterville 04901	3,300	K-12	$442	Halftime	Building center		Music Appreciation Language Arts Reading Social Studies Retarded Industrial Arts Mathematics Science	Local production Multimedia Graphics Individualized instr. Paperback library

Summary:

WATERVILLE SCHOOL DEPARTMENT: A model multimedia demonstration center combined with a library is located at the Waterville Senior High School. Under ESEA, Title II, the school received $125,000 to be spent in equal amounts each year for five years on books, films, tapes, records, and other types of instructional media. Under Title III (PACE) of the same act, the school was awarded $100,244 to be spent in one year on equipment, expansion and renovation, furniture, and the employment of additional media staff members.

The center occupies the entire second floor of one wing of the building. Its large AV room, which houses AV equipment, a variety of media, and production facilities, is used regularly for classes in music appreciation. The lounge chairs in this room are equipped with earphones so that individual students may hear one of several taped programs available at any given time. The reference room houses a large collection of printed materials and individual study carrels. An adjoining room is a language arts resource center in which the school's many students of French-Canadian origin use special kits to improve their reading skills. The language arts coordinator also uses facilities in this room to improve the reading levels of all students.

Another area in the center houses resource materials for social studies. A professional library is located in a faculty lounge. A graphics arts technician not only produced two- and three-dimensional exhibits, sketches and transparencies, but works with retarded children to help them improve their hand coordination. The instructional program in the carpentry shop uses transparencies. Courses in math and science also make especially advantageous use of transparencies and other AV materials.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MARYLAND								
ANN ARUNDEL COUNTY SCHS. P.O. Box 951 Annapolis 21404	53,000	1-14	$450	Fulltime	IMC		Math Science	Team teaching Multimedia Tapes

Summary:

ANN ARUNDEL COUNTY SCHOOLS: The instructional materials center for this system houses an educational film library of 2,800 16mm films, a large collection of master audio tapes with equipment to duplicate them, a variety of other visual materials including transparencies and a dry-mount press and other equipment for the production of graphics by the instructional media staff and by teachers. Films and other AV materials are booked by telephone with the use of a card system and direct telephone lines to the center. The center also includes a professional library of about 3,000 books for the use of teachers and the central office staff, and a central processing division in which books for all school libraries are cataloged and processed.

At the Woodside Elementary School, math and science are team taught with the use of multimedia. An innovative program developed by the librarian at this school uses AV equipment and materials to stimulate more reading by individual students.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MARYLAND								
BALTIMORE CITY SCHOOLS 3 East Twenty-Fifth St. Baltimore 21218	188,000	K-14	$430	Fulltime	IMC Building centers	CCTV	In-service Remedial	Multimedia Individualized instruction

Summary:

BALTIMORE CITY SCHOOLS: The large instructional media center for this system is staffed by nine media specialists, assisted by 37 paraprofessionals. The media specialists work closely with curriculum supervisors, teachers and AV coordinators at each school in planning the use of multimedia to promote learning in various instructional programs. The media specialists also conduct inservice training in the selection, production, and use of mixed media.

At the Mt. Royal Elementary School, Knapp Foundation funds provided the library-media center, which is staffed by two librarians, an assistant, and a clerk. Most of the AV materials used in the school, however, are obtained from the system's main IMC. At the new Northern High School, the most innovative program using multimedia is remedial instruction in math. Thirteen programs using tapes, slides, films, filmstrips, and overhead transparencies for different levels of instruction are in progress at the same time in one large classroom. Students who report for this remedial study three times a week largely teach themselves through the use of the AV materials.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MARYLAND								
FREDERICK COUNTY SCHOOLS 115 East Church Street Frederick 21701	17,000	1-14	$504	Fulltime	IMC Building center	CCTV	English Social Studies Science	Multimedia Team teaching Television

Summary:

FREDERICK COUNTY SCHOOLS: All new classrooms in this system are equipped for optimum use of multimedia, and many older classrooms have been modified to make advantageous use of basic AV materials. At the new Governor Thomas Johnson Junior-Senior High School a full-time graphics specialist helps teachers produce visual materials. The AV center adjoining the library in this school supplements resource centers for nearly every subject in the curriculum. Most subjects are team-taught with extensive use of multimedia.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MARYLAND								
MONTGOMERY COUNTY PUBLIC SCHOOLS 8250 North Washington St. Rockville 20850	101,000	K-14	$600	Fulltime	IMC Building centers	WETA CCTV	Science English Geography History	Multimedia Team teaching Flexible scheduling Individualized instruction

Summary:

MONTGOMERY COUNTY PUBLIC SCHOOLS: Educational films and other AV materials that are housed in the main instructional media center of this system supplement collections of AV materials at the various public schools in the district, and are delivered on relatively short notice. Facilities for the production of instructional media at the center are used both by the educational media director and his staff and by teachers. Most new classrooms in the district are designed and equipped to make optimum use of multimedia, and some older classrooms have been modified and equipped to make significant use of AV media.

At the John F. Kennedy High School, team-teaching, flexible scheduling, and individualized learning are promoted through extensive use of multimedia. Paraprofessionals prepare most of these materials. Instruction at the new Bushey Drive Elementary School is focused on the aim of meeting the individual needs of each child. To that end, pupil placement is non-graded and most subjects are team taught with noteworthy use of multimedia. At the Wheaton Senior High School, the instructional media center houses a large collection of transparencies--many of which were locally produced --and a variety of other AV materials. The community was involved in the development of this center, and parents as well as students help produce AV materials. Members of a student AV club distribute and operate the equipment. A full-time media specialist is assisted by two librarians and four clerks.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MARYLAND								
PRINCE GEORGE'S COUNTY SCHOOLS Upper Marlboro 20870	112,000	K-14	$503	Fulltime	AVC Building center	WETA	In-service Science Social Studies	Planetarium Multimedia Local production

Summary:

PRINCE GEORGE'S COUNTY SCHOOLS: In this system, which increases roughly 10 percent in size every year, the AV department is housed in an old converted school building, along with a planetarium, a library resource room, and library offices. The AV center includes a large collection of 16mm educational films, and facilities for the production of graphics, the recording of videotapes, and the duplication of audiotapes. It also includes a photographic studio, a room equipped for the preview and evaluation of educational media, and a workroom equipped for inservice training in the use and production of multimedia. The AV staff includes the supervisor, two AV specialists who visit the schools regularly to conduct inservice training, a graphics specialist, a photographer, two film librarians, and eight aides.

At the Eugene Burroughs Junior High School, students of advanced instruction in art are assigned to help teachers prepare visual materials and receive school credit for this work. Other art students are a voluntary crew to help schedule and distribute AV materials and equipment. Several teachers use a conservation film which they developed. An instructional media center is located adjacent to the multimedia demonstration room equipped with a large permanent screen, film and filmstrip projectors, and an overhead projector. Teachers use this room for special units of instruction.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
MASSACHUSETTS								
AMHERST-PELHAM SCHOOL DISTRICT Town Hall Amherst 01002	1,000	1-12	$500	Fulltime	IMC Building center	CCTV	In-service	Multimedia Videotapes Television

Summary:

AMHERST-PELHAM SCHOOL DISTRICT: In most schools of this system, instructional programs make a considerable use of multimedia to promote learning. An instructional media for the district supplements an IMC at each school. The instructional media director conducts workshops in the selection, preparation, and use of multimedia, and works with curriculum supervisors and teachers in planning the integration of suitable media in the instructional programs.

Teachers and student-teachers at the Marks Meadow Elementary School make optimum use of all types of instructional equipment and media. This school is the model school and laboratory facility for the School of Education at the University of Massachusetts. In each classroom, two remote-controlled TV cameras with three lenses monitor activities. The videotapes are used by supervising teachers for review with student-teachers of their teaching techniques and evaluation of their effectiveness. An observation mezzanine is equipped with one-way glass so that visitors using earphones may hear and see all that goes on in the classroom without being observed by the pupils.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MASSACHUSETTS								
BOSTON PUBLIC SCHOOLS 15 Beacon Street Boston 02108	95,000	K-12	$523	Fulltime	AVC	WGBH	English French Spanish English as a second lang. Reading	Multimedia Electronic labs Television Team teaching

Summary:

BOSTON PUBLIC SCHOOLS: The AV director of this system is assisted by a specialist in graphics, and five non-professional aides. The AV center houses a film library of 3,000 prints, a large collection of AV media and special equipment for loan to individual schools, and facilities for the production of instructional materials by the AV staff and teachers. ETV programs broadcast from station WGBH are used by most schools.

At the Robert Gould Shaw Junior High School in West Roxbury, ninth grade English is team-taught with the use of multimedia. French and Spanish are taught in electronic laboratories improvised in old classrooms. Strips of metal equipped with electrical outlets and earphones are fastened beside traditional desks, and are wired to receive taped instruction from portable cabinets. The labs are also used for instruction in English as a second language for students of foreign origin. A developmental reading program using tachistoscopes, other reading devices, filmstrips, colored transparencies, and test question books is conducted for all students in the school as a pilot program in special reading laboratories. Teachers of English, social studies, foreign languages, the fine arts, and physical education cooperate in this program which offers varied material and separate goals for academically gifted students, for students at their normal grade level in reading, and for those who need remedial help in reading. Two voluntary sessions for self-instruction in this program are conducted daily before the regular school day begins. Students check each other's progress in these sessions. A handbook on this program published by the school system is designed to encourage the use of similar programs in other schools.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MASSACHUSETTS								
CHELMSFORD PUBLIC SCHOOL SYSTEM 250 North Road Chelmsford 01824	6,084	1-12	$397	Fulltime	AVC	CCTV	Phonics Reading Science Music Art Physical Education	Television Local Production

Summary:

CHELMSFORD PUBLIC SCHOOL SYSTEM: The strongest element in the instructional media program throughout this system is CCTV, which was introduced in 1962. The facilities were rapidly expanded to include three closed circuit channels in the high school--in which the television studio was located--and two channels to the junior high school and all elementary schools. This year an improved studio and camera facilities were provided in the Chelmsford Junior High School. Supervisors and master teachers in each curriculum area develop original videotape instructional programs at every grade level. These programs enable classroom teachers to spend more time in individualized instruction. A series of 155 programs in phonics and reading reaches 25 first-grade classrooms. ITV programs in science, music, and art are especially noteworthy. The physical education department has developed videotapes to supplement physical education instruction in the elementary schools. This series of programs deals with the development of organic vitality; the development of many neuro-muscular skills; the development of proper ideals and attitudes toward physical activity; and the establishment of desirable habits of conduct.

The AV director for the system is also director of the CCTV program. He also conducts inservice training in the use of AV equipment and materials, and helps teachers to plan and produce specific media.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MASSACHUSETTS								
WEYMOUTH PUBLIC SCHOOLS 111 Middle Street East Weymouth 02189	10,800	1-12	$400	Fulltime	IMC	CCTV	Foreign languages Business Education Photography	Electronic labs Large group instruction Darkroom Transparencies

Summary:

WEYMOUTH PUBLIC SCHOOLS: The instructional media center for this system is located in the high school. Its director works with department heads, an AV coordinator at each school, and teachers in planning the use of multimedia in instructional programs. Large groups are taught in the high school in a large tiered room equipped with swivel chairs, long tables, and AV devices. Modern languages are taught in electronic laboratories equipped with tape decks. Teachers of high school business courses use a large collection of overhead transparencies they have developed themselves for instruction in bookkeeping. Students taking a course in photography use a spacious, well-equipped darkroom. A CCTV studio in the high school is largely programed and operated by students.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MASSACHUSETTS								
LEXINGTON PUBLIC SCHS. 1557 Massachusetts Ave. Lexington 02173	7,100	1-12	$700		Building centers		Foreign languages Shorthand Reading Science	Microfilms Electronic labs Programed instruction 8mm films Team teaching

Summary:

LEXINGTON PUBLIC SCHOOLS: Varied instructional media including films, filmstrips, transparencies, recordings, and programed materials are specifically recommended in the "scope and sequence" curriculum guides that are used in this small system. Originally developed in month-long summer workshops by teachers who were paid for that work, the guides are improved by continuing curriculum committees during the school year. At the Lexington High School, the AV specialist is assisted by a student projection club in producing AV media to supplement the instructional materials in the IMC. Educational films are ordered by the library staff. The listening center in the library houses six individual study carrels equipped for tapes and other AV media. A microfilm reader and a collection of microfilmed materials in the library is extensively used, especially by faculty members. Foreign languages are taught in three electronic labs, and shorthand is taught in an additional electronic lab. A reading laboratory is equipped with reading devices and locally-produced tapes. A science teacher integrates his instruction with many 8mm films which he produces himself.

A fulltime AV specialist directs the instructional materials center and multimedia program at the new Bridge Elementary School. This school has movable walls for team-teaching of large and small groups. The library houses 20 carrels for individual study of tapes and records. Even primary pupils check out tape cartridges and earphones for independent study.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MASSACHUSETTS								
NEWTON PUBLIC SCHOOLS 265 Watertown Street Newton 02158	18,100	K-14	$600	Fulltime	IMC Building centers		Accelerated Remedial In-service	Ungraded Multimedia Individualized instruction

Summary:

NEWTON PUBLIC SCHOOLS: Every school in this system has its own AV center and receives additional AV materials from a main instructional materials center for the district. An innovative non-graded instructional program at Meadowbrook Junior High School makes striking use of multimedia. A full-time media specialist at the school helps teachers select materials for large and small group instruction progressing at different rates, and also accelerated and remedial instruction through individualized and independent study. The specialist also helps teachers produce new instructional media. At the beginning of the school year he conducts special workshops for new teachers in the use of AV equipment and media, and continues inservice training at the center in other sessions during the year.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MASSACHUSETTS								
WAYLAND PUBLIC SCHOOL SYSTEM 57 Cochituate Road Wayland 01778	3,391	1-12	$607	Fulltime	AVC		Typing Social Studies	Radio Multimedia Large group

Summary:

WAYLAND PUBLIC SCHOOL SYSTEM:All schools in this small system use ETV programs from the Eastern Educational Network. Educational films are rented from regional film libraries. Other AV media, including tapes and transparencies, are delivered daily from the AV central office to supplement collections of various instructional media at the schools. The AV director is assisted by a radio and TV specialist.

At the relatively new Wayland High School--which is built on the campus plan--the most innovative programs in this district are conducted for large groups meeting in a horseshoe-shaped, tiered amphitheater equipped with fixed desks, swivel chairs, permanent screens, overhead projectors and other instructional devices. The curriculum is planned so that lectures to large groups and seminars are conducted with the use of multimedia as part of the instructional program in every subject. Teachers who conduct these lectures are free at other periods to prepare materials. About 180 students meet in this amphitheater for instruction in typing, using projected materials and teacher demonstrations. Adjacent to this large room, equipment and supplies are stored. Students choose a typewriter on a rolling rack in this room, and after their typing class roll the typewriter back into the storage room. Instruction of large groups in social studies or some other subject may follow. The full-time media specialist in the school helps teachers prepare suitable instructional materials.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MICHIGAN								
VAN BUREN PUBLIC SCHOOLS 501 W. Columbia Belleville 48111	6,300	K-12	$496		IMC		Remedial Reading Retarded	Team teaching Reading center Individualized instruction

Summary:

VAN BUREN PUBLIC SCHOOLS: All elementary schools in this system are served by an instructional materials center located at Quirk Elementary School. It houses large collections of all kinds of AV materials, books, curriculum and study guides, field trip guides, 250 special instructional kits, and realia, including paintings, musical instruments, antiques, costumes, stuffed animals and birds. Inexpensive suitcases are used for the special kits--including records, films, filmstrips, slides, models, photographs, art prints, and specimens--that are assembled for the teaching of such varied topics as American Indian life, the Civil War, life in Japan, papermaking, building materials, and simple machines. Some of these kits serve several grade levels, and many of the items they include--such as buttons from both Union and Confederate uniforms--were contributed by people in the community. Also at Quirk school, an exemplary program in remedial reading is conducted by a three-teacher team in a functional reading center. At the Belleville Junior High School sixth-grade teachers make a joint effort in planning and teaching most subjects. The instructional materials center at this school houses a wide range of media including printed materials, transparencies, films, filmstrips, recordings, and models. A curriculum laboratory in the school provides facilities, including a dry-mount press, for teachers to produce AV materials. Members of a student AV club help distribute and operate AV equipment. The senior high school has a like club.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MICHIGAN								
DETROIT PUBLIC SCHOOLS 5057 Woodward Avenue Detroit 48202	292,951	K-12	$563	Fulltime	IMC	2500 MHz	In-service Science Handicapped	Children's museum Multimedia Telecommunications Radio Electronic labs

Summary:

DETROIT PUBLIC SCHOOLS: The instructional media department of this mammoth district originates many live ETV and ITV programs and broadcasts them over a 2500 megahertz system. Most of the programs are designed to promote learning in specific subjects at various levels of the curriculum, and others are used for broad educational enrichment.

The system owns and operates a children's museum designed to supplement classroom instruction at all levels in most subjects, and especially in science, history, art, music, and the social studies. Groups of children go to the museum to see the exhibits and for special instruction by members of the professional staff, all of whom are teachers under the board of education. In addition, museum collections of visual materials on particular topics, and locked exhibition cases displaying actual objects and specimens which the topics deal with are loaned to teachers for classroom use during one or two weeks. The materials include study prints, magazine pictures, book illustrations, photographs and posters. For courses in science, there are special lending collections of visual materials on animals, birds, insects, reptiles, moths and butterflies, plants, the weather, and scientists and their work. Other lending collections are available for astronomy, biology, chemistry, physics, ecology, natural resources, and conservation. Special collections for art and English classes include reproductions of paintings, visual materials on architecture, sculpture, costumes, crafts, textiles, interior decoration, the theater arts, and famous artists.

The IMC for the system makes daily deliveries to 320 schools from a total of 200,000 bookings annually. It houses 18,000 film prints, about the same number of filmstrips, a great variety of other materials and 2,000 instructional kits. ERIC (Educational Research Information Center) materials are available on microfiche. No materials are stocked in this center until they have been evaluated by the staff. A central curriculum laboratory equipped with carrels and production facilities is used by many teachers daily. Two others like it are under development. In-service training in production and use of multimedia is conducted throughout the year.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MICHIGAN								
GRAND HAVEN PUBLIC SCHS. 734 Park Court Grand Haven 49417	5,355	K-12	$444	Fulltime	IMC	CCTV	Foreign lanq. Special Educ. Handicapped	Multimedia Team teaching Electronic labs

Summary:

GRAND HAVEN PUBLIC SCHOOLS: An AV director and a head librarian cooperate in conducting the instructional materials program in this small system. They work with librarians and teacher-coordinators in the various schools.Two new schools, Central Elementary School and the Junior High School are equipped for the significant use of multimedia, and each school houses AV materials in an IMC adjoining its library. Both schools are built for team-teaching of large groups and small groups, with folding partitions in rooms. At the elementary school, instruction in a room for special education and in a large multipurpose room makes especially noteworthy use of multimedia. The junior high school has 55 teaching stations. Foreign languages are taught in two rooms housing electronic language labs. A suite for special education includes AV equipment, a workshop, cooking facilities, toilets, showers, and an office.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MICHIGAN								
KALAMAZOO PUBLIC SCHOOLS 1220 Howard Street Kalamazoo 49001	18,500	K-12	$490	Fulltime	IMC Bldg. IMC's	WMSB	Handicapped Retarded In-service Accelerated Remedial	Multimedia Placement service Large-group Team teaching Individualized instruction

Summary:

KALAMAZOO PUBLIC SCHOOLS: The two most innovative programs in this system use multimedia to train physically handicapped children and mentally retarded children. A placement service operated by the system finds jobs for these individuals.

The AV director works with curriculum supervisors and teachers in developing resource guides for the teaching of various subjects at all grade levels. These guides list specific films, filmstrips, and other AV materials selected to promote learning in specific units of instruction. New educational films and filmstrips are previewed and evaluated by teachers before they are stocked in the main IMC. Teachers also go to the center to use the curriculum library, for in-service workshops conducted by the AV director, and to use production facilities to make transparencies and other materials for their classroom use. The main IMC supplements IMC's at all public schools in the system.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MICHIGAN								
WATERFORD TOWNSHIP SCHOOL DISTRICT 3101 W. Walton Blvd. Pontiac 48055	15,000	K-12	$525	Fulltime	IMC Bldg. IMC's		In-service Computer Science Retarded	School Plant Computer Individualized instruction Electronic labs

Summary:

WATERFORD TOWNSHIP SCHOOL DISTRICT: The AV director for this system works with curriculum committees in planning the coordination of multimedia in the various subjects. In each school term, he conducts at least 17 workshops at the system's instructional materials center in the use and preparation of AV materials. As many as 100 teachers attend each workshop. A large collection of educational films and other AV media at the main IMC supplement smaller centers at some schools and other such centers for all the schools in the system are being developed.

At the Kettering High School, a medium-scale, general-purpose computer is being used for experimental work in computer science. The new two-story Stevens T. Mason Junior High School is equipped for a significant use of multimedia. Every classroom has its special work areas, and every two classrooms share a conference room. Each building houses a resource center with facilities that make it possible for a class to divide into smaller groups for special projects using mixed media. A research area for individual study is equipped with study carrels, projectors, and listening booths.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MICHIGAN								
SOUTHFIELD PUBLIC SCHOOLS 24661 Lahser Street Southfield 48075	12,865	K-12	$549	Fulltime	IMC Bldg. IMC's	CCTV	In-service Radio Industry Accelerated Remedial Retarded	Multimedia Radio Large-group Globes

Summary:

SOUTHFIELD PUBLIC SCHOOLS: The AV director for this system supervises a large instructional materials center, works with media coordinators at all schools, and conducts in-service training in the preparation and use of multimedia.

At the Southfield High School, a radio station, WSHK-FM with a radius of five miles, began operations early in 1967. Its studio and control booth are located in the IMC at the school. Students under the supervision of faculty members produce its general programs which are broadcast from 8:00 a.m. to 2:00 p.m. daily. Sports and special events are covered in evening programs. The prerequisite for students to work in this station are two years of courses in speech and a good basic background in communications. The school conducts a course in radio announcing and plans to add a course in radio production this year. A video tape recorder at this school is used for experimental work.

The new MacArthur Elementary School is one of several schools in this district built in the round with clusters of classrooms arranged around the heart of the school--the carpeted instructional materials center. Individual carrels in these centers are equipped for the use of AV materials and enable students to study independently. Many subjects are team-taught with significant use of multimedia for large and small groups of students and for both accelerated and remedial instruction. In every instructional program at the John F. Kennedy Elementary School, an especially noteworthy use of multimedia is made. Its large supply of instructional equipment includes a cart stocked with 30 globes so that each child in a class may have his own for study.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MICHIGAN								
LAKE SHORE SCHOOL DIST. 23100 13 Mile Road St. Clair Shores 48082	7,500	K-12	$500	Fulltime	IMC	CCTV	In-service Reading Handicapped Retarded Remedial Algebra	8mm Multimedia Team teaching Large-group Individualized instruction

Summary:

LAKE SHORE SCHOOL DISTRICT: The instructional media specialist for this small system is assisted by teacher-coordinators of the instructional media program at all public schools in the district. He emphasizes the use of 8mm cartridge films and transparencies in the teaching of all subjects, and is using a grant from the state department of education to develop special kits of transparencies. He is also producing some instructional television programs in developing a CCTV system.

Teachers meet at the main IMC for in-service training in the production and use of multimedia, and to preview and evaluate AV materials before they are bought. They also use facilities at the center to produce instructional media. At the Rogers Junior High School, multimedia are used in the team-teaching of algebra

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SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MICHIGAN								
WYOMING PUBLIC SCHOOLS Box 9001 Wyoming 49509	7,270	K-12	$600	Fulltime	AVC	MPATI	Language Arts Reading Development Handicapped Retarded In-service Accelerated	Multimedia Records Team teaching Large-group

Summary:

WYOMING PUBLIC SCHOOLS: The AV director for this system works closely with curriculum coordinators and with instructional media coordinators at the 15 public schools in promoting learning through multimedia. The media coordinators in the junior and senior high schools are librarians who have had training in the selection and use of AV materials. All public schools in the district are equipped with filmstrips, transparencies, maps and study guides bought with funds provided under ESEA. The system cooperates with three nearby city school systems in operating a library of 16mm educational films at Godwin, and a large filmstrip library in the AV center at Wyoming. That center also houses many 8mm films, transparencies, study prints, tapes and records--with an especially large collection of records for use in the teaching of the language arts. The new Jackson Park Junior High School designed built, and equipped for optimum use of multimedia--especially in the team-teaching of large groups in the auditorium. Its library houses 108 individual study carrels, with half of them equipped electronically for the use of most kinds of AV materials. A reading improvement program at this school and three other schools are conducted with extensive use of mixed media. MPATI programs are used in most instructional programs at the Parkview Elementary School. A special pre-school class is conducted at that school for handicapped children and helps prepare them for formal schooling. Programs for older physically and mentally handicapped children are conducted at the Jackson Park Junior High School, at Newhall Junior High School and at Southwest Elementary School. All of these programs make use of multimedia.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MINNESOTA								
DULUTH PUBLIC SCHOOLS 226 N. 1st Avenue, E. Duluth 53802	22,766	K-12	$500	Fulltime	IMC	WDSE	In-service Accelerated Remedial Retarded Educationally Deprived	Individualized instruction Programed instruction School plant KUMD-FM Radio Team teaching

Summary:

DULUTH PUBLIC SCHOOLS: The AV director for this system budgets the Federal funds provided for the instructional media program in the district. AV media are delivered daily from the main instructional materials center to the 40 public schools in the system. The center houses large collections of all types of media, production facilities, and conference rooms. A computer system is used for the cataloging and records of distribution. More than 13,000 bookings of educational films were handled at the center last year. The director is assisted by a graphics specialist and numerous students from the University of Minnesota (Duluth branch) who help in the bookings, production, inspection, cleaning, and repair of AV materials. The AV director conducts teachers' workshops at the IMC. He also works continuously with curriculum-media committees of teachers who meet there to plan or revise units of instruction and to recommend appropriate instructional media for coordination with them. Other teachers preview new media at the center before purchase.

During the past six years, a majority of older buildings in the system have been adapted and equipped for the use of AV materials. All new classrooms are equipped for optimum use of multimedia and have conduits for ETV. At the new Birchwood Elementary School, multimedia are used in programs of instruction in most subjects. At two elementary schools--Franklin and Nettleton--multimedia are used to promote learning in two programs funded under ESEA, Title I, and conducted for educationally deprived children. Individualized instruction is emphasized. Teachers program traditional subject matter into a series of progressive contracts. They state the "learning objectives of each contract in measurable behavior," plan the use of an impressive variety of media, and help children in small groups or individually to work with these media. As pupils finish their contracts they are tested, and if ready are sent on to another learning contract. One high school operates a shortwave radio system under the supervision of a full-time specialist to motivate children in foreign language classes. A noteworthy motion picture appreciation program is conducted at the Central High School.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MINNESOTA								
MINNEAPOLIS SPECIAL SCHOOL DISTRICT 807 N. E. Broadway Minneapolis 55413	70,667	K-12	$400	Fulltime	IMC Bldg. IMC's	KTCI CCTV	In-service Disadvantaged Remedial Handicapped	Electronic labs Team teaching Radio-KUOM Multimedia Learning centers Mobile TV unit

Summary:

MINNEAPOLIS SPECIAL SCHOOL DISTRICT: The instructional materials director of this system is assisted by two AV specialists, a radio specialist, and a TV specialist --all of whom have broad knowledge of the K-12 curriculum. This knowledge is reflected in consultation with teachers on appropriate AV media for specific units of instruction, and in the in-service training in the use of multimedia to promote learning at all levels. It is also reflected in special bulletins issued at the main instructional media center of the system, explaining the use of particular equipment and materials in providing individualized, remedial, and small-group instruction. Among these bulletins, an especially helpful one deals with the different types of learning centers provided in the Minneapolis schools, describes their auxiliary equipment,lists, suitable media for use with them, and explains the advantage of assigning students to these centers in definite instructional programs. AV coordinators in most of the schools are certified. The IMC at each school is supplemented by collections of media at the system's IMC. ETV is used throughout the system. At the largest elementary school in the district--Harrison Elementary School, which has disadvantaged and multi-ethnic pupils--a special instructional program developed through funds provided under ESEA, Title I, is conducted with saturation use of all types of educational media including ETV. Large and small groups are team-taught, and individualized instruction is promoted in learning centers set up at each grade level. Some of these centers are established in the unusually wide corridors of the building, and all are equipped for independent study with films, filmstrips, tapes, and records. To develop interest in reading at this school, each child is given a paperback book at the beginning of the school term. When he reads it, he trades it for another at the "trading post" in the learning center. A full-time director supervises the project, which includes operation of a mobile TV unit with a full complement of equipment. It visits schools under the project for in-service-training of teachers at the schools.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MINNESOTA								
FOUR-COUNTY EDUCATIONAL MEDIA CENTER 3rd Street & Eureka Ave. Montevideo 56235	14,655	K-12	$380	Fulltime	IMC		In-service Accelerated Remedial	Individualized instruction Multimedia Transparencies

Summary:

FOUR-COUNTY EDUCATIONAL MEDIA CENTER: This large EMC serving four county school systems in southwestern Minnesota--Chippewa, Lac qui parle, Swift, and Yellow-medicine Counties--is funded under ESEA, Title III. Located in a wing of an old school building in Montevideo, it introduced educational technology to large consolidated rural schools and to many isolated one-room schools which had no instructional media program at all until the EMC was opened in November of 1966. Weekly deliveries of films, filmstrips, records, tapes, study prints, transparencies, kits of realia, and instructional equipment are made to all the public schools in the prairie districts. The center is staffed by an AV director, his assistant --both certified--a technician, two secretaries, and a truck driver. The director and his assistant conduct in-service workshops in the production and use of multi-media both at the center and at the schools. Teachers drive many miles to the center to use its facilities in preparing AV materials for use in their classes. One teacher alone made 2,000 transparencies. In a four-month period, 10,920 transparencies were prepared by the center's staff and distributed, and filmstrips were shown to 31,434 pupils. In the same period, 1968 films from the center were shown 4,084 times to 122,075 pupils.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MINNESOTA								
OSSEO PUBLIC SCHOOLS 317 Second Avenue N.W. Osseo 55369	10,010	K-12	$450	Fulltime	IMC	2500 MHz	In-service Handicapped Retarded Remedial Accelerated Foreign lang.	Transparencies Programed instruction Electronic labs Large-group Team teaching Multimedia Flexible scheduling

Summary:

OSSEO PUBLIC SCHOOLS: In this district, a suburb of Minneapolis, a project unique in the Middle West is the 2500 megahertz TV system which began operations in the fall of 1966. It is being used both for instructional programs at the elementary level and for in-service training in the use of multimedia. A team of teachers working with the AV director and his two assistants--both certified AV specialists--and curriculum directors spent several weeks in the summer of 1966 preparing video tapes for use in the VTR program.

A large instructional materials center for this system is located in the high school. Daily deliveries of AV materials are made to all schools in the district to supplement their collections of instructional media. Modern languages are taught in the high school in electronic labs, and some subjects are taught by teams. At the Brooklyn Junior High School, two teachers are conducting an independent study and research project in their team-teaching of social studies. They use a core curriculum, block-time scheduling, and multimedia in presentations to a group of 60 students in a large classroom, and work with small groups in an adjoining learning center equipped for the use of an extensive collection of pre-recorded materials. Individual students use the materials to teach themselves.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MINNESOTA								
ROCHESTER PUBLIC SCHOOLS Room 10 Coffman Building Rochester 55901	11,112	K-12	$460	Fulltime	IMC Bldg. IMC's	CCTV	Astronomy In-service Accelerated Remedial Reading Foreign Lang. English	Planetarium Transparencies Programed instruction Electronic labs Team teaching School plant

Summary:

ROCHESTER PUBLIC SCHOOLS: The instructional media director for this system works six weeks every summer with the curriculum committee in preparing curriculum guides. Including recommendations of specific AV materials for use in teaching each subject at every grade level, the guides are revised every five years. Most older schools in the district have been equipped for the use of basic media, and all new classrooms are designed and equipped for optimum use of multimedia including ITV.

An especially well-organized instructional materials center is located at the new Jefferson Elementary School, but most schools in the system have collections of materials which are supplemented by daily deliveries of materials from the main IMC. An exemplary developmental and remedial reading program funded under ESEA, Title I is also conducted at Jefferson.

The most innovative program is a course in astronomy taught in the planetarium at the new Mayo High School. Students from all schools in the system go to the planetarium in groups of up to 60 several times a year for special instruction in the daily and seasonal movements of the planetary system. The two-story Mayo school is built "in the round" with a big resource materials center as part of the library suite. The 91 teaching stations in the school are equipped for the use of mixed media. Of these stations 52 are in 30-student classrooms, many of which have motorized dividing partitions for flexibility in team-teaching of large and small groups. An individual study area--also equipped for the use of AV materials--and a conference room adjoin each classroom. Foreign languages are taught in electronic labs. An automated reading lab suite is used by sophomore English classes, and for remedial work.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MINNESOTA								
ST. PAUL PUBLIC SCHS. 615 City Hall St. Paul 55102	48,150	K-12	$425	Fulltime	IMC	KCTA	Deaf & Blind Accelerated Art Music Social Studies English Science Math Foreign lang.	Programed instruction Computer instruction Electronic labs Radio-KUOM Multimedia Television

Summary:

ST. PAUL PUBLIC SCHOOLS: This system produces 15 educational television programs weekly and broadcasts them over station KTCA-TV, Channel 2. Two ETV specialists advise the television teachers who prepare the programs and the teachers' guides for them in art, music, social studies, English, science, and math at all grade levels.

Radio programs broadcast over station KUOM are also used in instructional programs, especially in kindergarten and elementary classes. Exemplary special programs at the Jefferson Elementary School make significant use of audio tapes and records in the teaching of blind students and extensive use of visual materials in teaching deaf pupils. At Harding Senior High School foreign languages are team-taught with supplementary self-teaching by individual students using multimedia in electronic labs. The new Technical Vocational Institute is an ultra-modern facility for day and evening classes in many of which multimedia are used.

The AV director in this system is a member of the curriculum council and works closely with all supervisors in planning AV materials for coordination with all instructional programs. The certified media coordinators in most schools are teachers who have taken special AV training and who receive extra pay for using their free periods or after-school hours in duties for the AV program.

The main instructional materials center is outstanding. It houses not only large collections of every kind of material for projection, but tapes, records, maps, charts, models, mockups, dioramas, and many kinds of realia such as rocks and minerals, geometric shapes and symbols, a set of dry measures, magnetic kits, and counting bars. Some realia are made at little expense and much ingenuity. Materials are delivered daily to supplement building collections. Teachers' workshops in the production and use of multimedia are conducted at the main IMC.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MISSISSIPPI								
GREENVILLE SEPARATE SCHOOL SYSTEM 412 South Main Street Greenville 38701	11,928	1-12	$350	Fulltime	IMC		Social Studies Language Arts	Filmstrips Films Mobile repair unit

Summary:

GREENVILLE SEPARATE SCHOOL SYSTEM: The instructional materials center in this district consists mostly of 16mm films. Filmstrips and other media are decentralized, being located in various subject-matter areas or in the libraries. An unusual feature of the IMC is the well-equipped truck which makes deliveries and does maintenance. It is under the management of a full-time technician. A complete line of supplies and a work bench with testing equipment permit immediate repair of AV equipment at each school when breakdowns occur. Two new climate-controlled schools in the district are furnished with power outlets and other equipment permitting the use of a multimedia approach. A full-time media specialist in the center keeps teachers informed of available materials and new equipment.

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SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MISSISSIPPI								
JACKSON MUNICIPAL SEPARATE SCH. DIST. 662 S. President Street Jackson 39205	36,000	1-12	$325		IMC		In-service Retarded Accelerated Remedial	Transparencies Films Computerized instruction Local production Electronic lab

Summary:

JACKSON MUNICIPAL SEPARATE SCHOOL DISTRICT: The IM center of this system is located in the Administration Building. There is a full-time technician in charge of the materials and equipment, but no media specialist. The principals of the various schools coordinate the AV program along with on-going in-service training at the building level. A week-long, pre-school workshop for the training of all teachers is held each year. In most of the classrooms of this system are found overhead projectors, all of which are in constant use, partly because they are so accessible. Teachers and students are enthusiastic about the use of transparencies as a regular part of the instruction.

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SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
MISSISSIPPI								
McCOMB CITY SCHOOLS P.O. Box 868 McComb 39648	4,583	1-12	$250		IMC		Guidance Special Educ.	Computerized individual instruction

Summary:

McCOMB CITY SCHOOLS: The materials center is located in one of the schools. The major facility in this IMC is a data-processing installation. It is funded by a Title III grant and includes service to a five-county area around McComb. Through testing and consultation with teachers, the staff of the Southwest Mississippi Computer Installation records strengths and weaknesses of students, thus providing guidance to the teacher as she presents her subject. A unit of work on computer science is offered to junior-high students. They are given basic information dealing with binary manipulation of numbers. The Hollreith card is presented and students are taught to interpret the keypunch figure, which is numeric, and how to translate to the alphabetic. The teachers prepare punch cards and the students are asked to interpret the data on them. At this point the class is taken to the Data Processing Center where they offer their individual cards to the computer, which changes the numeric punch into the alphabetic, thus demonstrating technologically what the students had learned in the classroom. In general, the McComb special-education program is saturated with media.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MISSISSIPPI								
TUPELO SEPARATE SCHOOL SYSTEM P.O. Box 557 Tupelo 38801	5,314	1-12	$250	Fulltime ETV Dir.	IMC	WTVW	Biology Spanish Driver Educ. Art	Team-teaching Trainer units Television

Summary:

TUPELO SEPARATE SCHOOL SYSTEM: A major part of the IMC of this school system is its educational-television program (WTVW). Under the direction of a full-time ETV specialist, the programs are prepared and produced by selected teachers working in cooperation with the staff of the local community TV station. Teacher-guides are prepared for use in conjunction with each program. There is now an annual budget of $100,000 for the production of these programs which reach all schools within a radius of 50 miles. Outside of TV, this system has no formal AV program. The Driver-Education course in the high school uses 12 trainer units and a motion-picture console supplied with a gamut of recording and other AV aids. One new school has been constructed for the purpose of accommodating team-teaching. It contains a 1700-seat auditorium which may be divided into four teaching stations, all equipped for the use of media in team-teaching.

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SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MISSOURI								
AUDIOVISUAL DEPARTMENT OF THE COOPERATIVE SCHOOL DISTRICT OF THE ST. LOUIS SUBURBAN AREA 1460 Craig Road Creve Coeur 63141	174,000 (26 school systems)	K-12	$1.66 per child Total Budget $299,000	Fulltime	AVC	KETC	Covers Curriculum	Budget 16mm films Tapes Filmstrips

Summary:

AUDIOVISUAL DEPARTMENT OF THE COOPERATIVE SCHOOL DISTRICT OF THE ST. LOUIS SUBURBAN AREA: This is a suburban complex with a central AV office run by three full-time and 22 clerical staff whose job is mainly distribution to 26 districts. The secretaries in the schools accept deliveries and pass them on to teachers. Films are ordered by teachers either by mail or over the telephone which has a recording device, or by use of an emergency walk-in where teachers may come to pick up what they need. The center publishes a new catalog every three years and adds supplements every year, but otherwise does not attempt to operate an in-service training program, nor does it provide production facilities. Maintenance for equipment must be provided locally by the schools and each school is responsible for its own utilization and teacher-training program. The selection of films for purchase is accomplished by means of a subject-area committee which screens films and sets the priority for the purchase. Half the budget for the AV program is based upon each school's assessed valuation tax, the other half is decided by the school's total enrollment. CCTV is used in several schools; for example, in Bayless for the fourth and fifth grades, and in Ladue. An experimental project currently being studied and tested is the transmission of films from the center to the local schools overnight for use in the classrooms the next day via video tape recording. This experiment, financed by USOE, has exciting possibilities for the future.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MISSOURI								
HICKMAN MILLS CONSOL. SCHOOL DISTRICT #1 10901 Blue Ridge Kansas City 64134	10,000	K-12	$350		Bldg. Libr.		Music Art Social Studies	School plant Study prints Records

Summary:

HICKMAN MILLS CONSOLIDATED SCHOOL DISTRICT #1: This district has a unique building unlike any other in Missouri at this time: the Ingels Elementary School. This building is in its first year of operation; it has window-less, individually climate-controlled classrooms and a number of movable, accordion-fold partitions to accommodate different sizes of classes. A battery-powered lighting system activates automatically in case of power failure. The library contains the new AV equipment and collections. Bulletin boards of composition material are noteworthy. Cost of construction was less than that of similar buildings of the conventional types; therefore the district plans to handle future construction along the same lines. About ten years ago, a tornado flattened much of the area, destroying a number of schools, so that the present buildings are fairly new. Until the construction of Ingels, however, the buildings were of traditional design. All sources of funds have been tapped to do the job. The result of this situation as far as the AV program is concerned is that all schools have modern instructional media centers in their libraries, although the system has no general AV center nor director. These local centers are stocked with a wide variety of print and non-print instructional materials. In the junior and senior high schools, the centers are staffed by full-time librarians with clerical assistants. In the elementary schools, the centers have part-time professional staffs and full-time clerical assistants. Most schools have facilities for the production of AV materials and most classrooms now are equipped for the use of multimedia.

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SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MISSOURI								
KANSAS CITY PUB. SCHS. 1211 McGee Street Kansas City 64106	80,700	K-14	$550	Fulltime	IMC	KCSD	Enrichment In-service Economically deprived	Television Computer-assisted instruction

Summary:

KANSAS CITY PUBLIC SCHOOLS have a well-organized media center. It has a long range program of equipping and modifying classrooms for the optimum use of media. It serves the whole system with films and other media and there is a tematic dissemination of information on new materials and methods. In addition teachers are assisted with the preparation and selection of appropriate media for their needs, and other in-service activities are extensive. There are six full-time technicians at the center to maintain equipment. Repairs and replacements of damaged instructional materials are prompt. Everything is inspected after each use. The Yates Elementary School has a pilot of what may become several media centers in poverty areas of the city, developing somewhat independently of the established media program under Federal funds, Title I, ESEA. It is in its first year of operation. Bingham Junior High School has a project nearing the end of the planning stage, and now moving into an experimental operational phase of computer-assisted instruction. This project is funded under Title III, ESEA. It may well attract visitors from many quarters if this phase is successfully concluded. Another activity of importance in this metropolitan system is telecasting. The Kansas City Board of Education owns and operates station KCSD-TV, VHF, Channel 9. It offers a variety of programs for in-class instruction, for in-service training, and for enrichment.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MISSOURI								
LEBANON PUBLIC SCHOOLS 416 N. Adams Street Lebanon 65536	2,515	1-12	$295	Fulltime	AVC		Science Social Studies	TENCO Regional Library Transparencies 16mm films

Summary:

LEBANON PUBLIC SCHOOLS have an interesting AV program in that it developed so quickly, from very meagre beginnings. In 1965 when the AV consultant from the state department of education evaluated the district, there were a few pieces of equipment pooled in the basement of the oldest building and distributed by the custodians. The elementary school had an adequate collection of filmstrips and a few 16mm films were rented occasionally from the public library. The situation was difficult because the local financing of the district is low. It comprises a rural poverty area and funds are hard to raise. By securing Federal aid for the district's media program under NDEA, Title III and ESEA, Title II a vigorous program was built in a year's time. Much of the success of the program was due to the enthusiastic support of the superintendent and his staff. There is now an AV center with a director and staff. Currently the director's main task is in-service training of personnel. The center owns and operates a vehicle for delivery and distributes films, which are procured from various sources; filmstrips, film loops, overhead transparencies, tapes, study prints, models. Most of the equipment is locally maintained, but the center owns pieces of each type for emergencies as well as infrequently used items. The center is housed in an old residence. Assisting the progress made within the district is the development of AV collections in the Tenco Regional Library which was established under ESEA, Title II to serve the ten surrounding counties.

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SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MISSOURI								
ST. LOUIS PUBLIC SCHOOLS 911 Locust Street St. Louis 63101	130,000	K-16	$500	Fulltime	IMC Bldg. IMC's	KETC	Language Arts Foreign lang. Science In-service	Language lab Science lab Radio

Summary:

ST. LOUIS PUBLIC SCHOOLS have the distinction of being the first system in the United States to establish an AV center. The result is that, if classroom media appropriate to a big-city system and more specifically to St. Louis do not exist commercially, the center will produce them locally. Production runs from books through radio programs broadcast on KSLH. Financed by means of the Parsons Blewett Memorial funds, local production operates vigorously, utilizing local talent. Staff personnel may be released from regular duties on salary to develop promising projects. Along with the production feature go other important activities such as the distribution daily of a wide variety of up-to-date materials. One important aspect is the district-owned FM radio station which broadcasts to district classrooms. The district center plans the programs for the local areas, some of which are specifically designed for the area.Another activity of the center is a close working relationship with curriculum supervisors and other specialists most effectively carried out by in-service training, such as the course taught by the superintendent himself to more than a thousand teachers and principals in an after-school in-service contribution. The IM center is housed in a building of its own. The staff is experienced and enjoys a vital position in both the system's instructional pattern and in service to the community. Key members of the staff, for example, are on the KETC advisory committee which determines needs and services and contributes greatly to the ETV station, Channel 9 in organizing many programs for all schools in the metropolitan area. At the local level media centers range from the beginning stages to comprehensive centers developed under Federal aid. Although there is a wide range of buildings, all classrooms have light-control facilities and the new centers are bright and inviting. The system has its own teacher's college and emphasizes services in deprived areas.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MONTANA								
KALISPELL PUBLIC SCHOOLS P.O. Box 788 Kalispell 59901	3,715	1-12	$460	Fulltime	TVC AVC Library	CCTV	Accelerated Science	Team teaching Electronic labs Transparencies Science lab kits

Summary:

KALISPELL PUBLIC SCHOOLS are the only system in the state which is currently using CCTV. Broadcasting of programs is accomplished by means of a commercial cable system operated by the Northwest Videocorporation. This school is not only making optimum use of television in the classroom but is also planning to extend the services to the community. There is already a wide variety of community-centered programs in production. Channel 3 is available to all citizens who have purchased the rights to use the cable. The AV and TV centers are housed in the junior high school building. Currently most buildings are old, lacking even light control, thus making it necessary to use rear-screen projection for slides and films. Construction of new classrooms in the junior and senior high schools has begun. The four-million-dollar appropriation will include facilities for media utilization. The selection and evaluation of media is done by teacher committees for each building, plus principals and media staff. There is also a full-time AV director and an in-service training program.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
MONTANA								
WHITEFISH PUBLIC SCHOOLS P.O. Box 198 Second & Spokane Avenues Whitefish 59937	1,686	1-12	$400	Parttime	IMC		Remedial Retarded In-service	Team teaching Programed instruction Transparencies

Summary:

WHITEFISH PUBLIC SCHOOLS: The superintendent of schools and other members of the Whitefish administration recently launched a survey of various public schools in the United States and their programs in order to update their own system. Major concern was to review in some depth the problem of the individual student, to discover ways in which to deal with the problems of the "day-dreamer, the erratic, the challenger, the shiftless, the irresponsible, the class disrupter, and the potential dropout." The result was that some study was done on the problem of discovering and nurturing talent, as well as with the problem child. Help was received in planning a new and more creative approach to education from Dr. Calvin Taylor of the University of Utah. A proposal for a Title III grant to conduct a plan for innovation led to the establishment of goals and objectives and an outline of the plan of attack. $26,622 in Federal funds was acquired under Title III ESEA for a four-week workshop entitled "The Development of Creativity and Its Innovations." A new 600-pupil elementary school to be opened in September, 1967 will provide optimum use of media and an opportunity to put new teaching methods to work.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEBRASKA								
BELLEVUE PUBLIC SCHOOLS SARPY CO. DIST. #1 2111 Kimberly Lane Bellevue 68005	8,805	K-12	$400	Fulltime	IMC		Reading Accelerated	Programed instruction Ungraded ITA

Summary:

BELLEVUE PUBLIC SCHOOLS, SARPY COUNTY DISTRICT #1: A media center for the system operates under the direction of a full-time AV director. The services of the center include central processing for all IMC-materials, good production facilities, some in-service education for all teachers, and the distribution of large quantities of well-utilized equipment. The system has built and is now maintaining an above-average program in print and non-print media. Pilot programs in some elementary schools include the use of the Initial Teaching Alphabet (ITA), programed instruction, and a non-graded curriculum. In the secondary schools, there are advanced-placement programs in operation. Budget procedures reflect some long-range planning as the administration is anxious to move ahead with further innovations.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEBRASKA								
GRAND ISLAND PUB. SCHS. HALL CO. DIST. #2 Elm Street at Seventh Grand Island 68801	6,116	K-12	$420	Fulltime Planetarium Director	AVC Libr.		Science Social Studies	Planetarium School plant

Summary:

GRAND ISLAND PUBLIC SCHOOLS, HALL COUNTY DISTRICT #2: This school district has a well-stocked AV center complementing the library of the high school, but it has no system IMC. The school center functions primarily as a distribution facility for equipment, but it also operates a darkroom, and has made a good beginning in production. A new, completely-equipped planetarium seating 30 persons is used by all schools as well as for adult programs for the community at large. Several schools have unusually good physical plants. Crestridge Elementary School has a model instructional-materials program in the library and has served as an observation center for area personnel and visitors from other systems. It is run by a full-time librarian-AV specialist. West Lawn Elementary School has an effective IMC located in an accessible part of a well-renovated building. The principal has attended an AV institute and is media oriented. Knickrehm Elementary School is a new building designed in pods, each of which has an IMC in the center, accessible to all teaching-areas in the pod. A central IMC serves all the building IMC's with printed and non-printed materials.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEBRASKA								
LINCOLN CITY PUB. SCHS. LANCASTER CO. DIST. #1 720 South 22nd Street Lincoln 68510	29,500	K-12	$405	Fulltime	Libr. AVC	KUON	Language Arts In-service Retarded	Ungraded Large-group Films Filmstrips

Summary:

LINCOLN CITY PUBLIC SCHOOLS, LANCASTER COUNTY DISTRICT #1: This system is a tribute to the effectiveness of careful planning and follow-through on the part of all concerned. After the AV director had analyzed the current situation and had, with the aid of committees, prepared and presented to the school board a five-year plan, the board decided to spend enough in one year to meet equipment standards. The total staff to administer the system's program includes a full-time librarian in the processing center with eight full-time staff members, and a full-time AV director with six assistants. The services of this center cover the operation of a film library, equipment distribution, in-service training and consultative functions. At the building level there is a full-time AV director and librarian in each high school; and a full-time librarian plus either a full-time or part-time AV director in each junior high school. Elementary schools have combination library-media specialists. Many schools have IMC's in their buildings. For example, Meadow Lane Elementary School offers a large variety of media to both teachers and students. Effective remodeling of older buildings permits efficient use of media as well as some media production. All classrooms have projection screens, all are being equipped with overhead projectors. Programs of special interest are as follows: Pershing Elementary School has a non-graded curriculum which has been in operation over five years; Saratoga Elementary School and some others make extensive use of recordings and tapes; Whittier and Irving Junior High Schools have started Project Discovery programs using well-stocked local IMC's. A model program in Lincoln is the county-operated school for retarded children. The district also uses ETV effectively for large-group instruction.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEBRASKA								
MILLARD PUBLIC SCHOOLS DOUGLAS CO. DIST. #17 Millard 68043	2,367	1-12	$400	Fulltime	IMC		Science	Transparencies Greenhouse

Summary:

MILLARD PUBLIC SCHOOLS, DOUGLAS COUNTY DISTRICT #17: A new building housing both junior and senior high schools under one roof also accommodates the district IMC. It is under the management of a full-time media specialist and a full-time librarian. This center operates principally in distribution, production, and dissemination of information about available AV materials. There is also a small 16mm film library. The elementary schools have some part-time librarians. Some programs of an innovative nature utilize the overhead projector. The science program includes the maintenance of a small greenhouse with its mechanically and electrically controlled temperatures. Budget expenditures are primarily geared to maintaining existing facilities.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEBRASKA								
OMAHA PUBLIC SCHOOLS DOUGLAS CO. DIST. #1 3902 Davenport Street Omaha 68131	60,000	K-12	$350	Fulltime	IMC	CCTV KYNE	Handicapped Advanced Placement In-service	Team-teaching Ungraded Large-group Small-group Local Production

Summary:

OMAHA PUBLIC SCHOOLS, DOUGLAS COUNTY DISTRICT #1: This system has an IMC under a full-time AV director. It is operating several pilot programs to introduce the innovations of team-teaching, non-graded curriculum, advanced-placement, large- and small-group instruction, independent study for individual advancement, and ETV. The City of Omaha, in cooperation with the University of Omaha, operates a comprehensive and expanding ETV program. Services currently provided by the center include an exemplary IMC operating under a Title III grant, a production center which is active and effective, and a well-stocked 16mm film library which includes unit-resource boxes, kits, and other non-film materials. The media and equipment in the building IMC's are used in innovational programs financed largely by Federal funds or special efforts made by the local PTA's. Each of these centers has a full-time librarian and/or media specialist in charge. They all have clerical and technical assistance. All buildings have a media-coordinator, usually a teacher with one period a day of released time. J.P. Lords School has an exemplary program for handicapped children. Crestridge Elementary School has a model library which is used as a demonstration center. Central High School has well-developed programs in advanced-placement.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEVADA								
ORMSBY COUNTY SCHOOLS P.O. Box 603 Carson City 89701	2,200	K-12	$500		Libr. AVC		Remedial Culturally deprived Retarded	Ungraded Field trips

Summary:

ORMSBY COUNTY SCHOOLS: This school system has a central library and an AV center located in the administration building. Media are used extensively in remedial programs at Carson High School; the school itself is not designed for wide utilization of media, however. Fritsch Elementary School has a large library of filmstrips (35mm) selected and evaluated by the teachers for specific units of study. There is a special program with an ungraded curriculum for culturally deprived and/or retarded children. Media are used widely as children, in addition to acquisition of basic scholastic skills, learn to care for themselves, to cook, mend their clothes, get along with their peers, and participate in activities of the community. Field trips are used extensively to give the students new experiences.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEVADA								
CLARK COUNTY PUB.SCHS. 2832 E. Flamingo Road Las Vegas 89109	41,400	K-12	$500	Fulltime	Libr. Building centers		Reading Language Arts Math Science Humanities	School plant Modular scheduling Computer Ungraded Electronic labs

Summary:

CLARK COUNTY PUBLIC SCHOOLS: The media program is coordinated by an AV director with the assistance of one secretary. Assisted by a Ford Foundation grant, the county prepared a study on innovative practices in teaching and building, and used the results in construction of six new elementary schools. The Ruby S. Thomas Elementary School was designated as the prototype school, incorporating the most innovations. Built on the pod design, each grade accommodates all children in its own, large, carpeted "pod." (Each pod comprises about 4000 sq. ft. of column-free space.) Roy Martin Junior High School is using a modular schedule of 13 periods (30 minutes each) which accommodates the individual student, and is computer-determined. Student-time is generally divided into 30% each for large-group and small-group instruction, and 10% for laboratory. There are six basic subject-areas (math, science, social studies, language arts, humanities, general fiction), and each has a resource center with a librarian in charge whose duties are to train the individual student in independent study. All textbooks used in the curriculum are available in the center, together with allied materials such as reference works, filmstrips, films, tapes, records. Teachers inform the librarian of current assignments and tests. An automative reading lab is available for students who have trouble in reading. There is also a Title I project making extensive use of media for reinforcement of four subjects, for the benefit of students who have other than reading difficulties. Clark High School is an open-classroom facility with fluorescent lighting which makes proper light-control for the use of some media difficult to achieve. It provides great flexibility for differing instructional needs.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEVADA								
WASHOE COUNTY SCHOOLS 425 E. Ninth Street Reno 89502	25,000	K-12	$525	Fulltime	Libr. AVC		Accelerated Business Ed. Math	Transparencies Radio-KOH Work-study Computers Multimedia P.S.S.C.

Summary:

WASHOE COUNTY SCHOOLS have a central library and an AV center. Their television program consists of five educational broadcasts a week over station KOH in Reno (broadcasts originate from McClatchey Broadcasting station in Sacramento, California). Earl Wooster High School teaches the usual business skills plus theory and application applied to computers and other business machines. Students learn computer programing and use computers in mathematics. Media such as transparencies, slides, and films are used in beginning stages; they are followed by laboratory assignments covering the functions of the business machines being studied. Last of all, application is accomplished in practice on the machine itself. Greenbrae Elementary School used PTA funds to acquire a library of 35mm filmstrips for the study of special topics. Small-group study is accommodated in the corners of a large room which is darkened for projection purposes. The group then discusses and reviews what it has learned. Students are taught to be active in school affairs. A sixth grader is in charge of a program which permits students to take home projectors and filmstrips for further study. This is popular with both students and their families. English students edit and publish the Greenbrae Breakout, a small newspaper.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW HAMPSHIRE								
FRANKLIN SUPERVISORY SCHOOL UNION #18 Central Street Franklin 03235	3,600	K-12	$350	None	Building center	WENH	Science Lang. Arts	Ungraded Dial access Multimedia Public relations

Summary:

FRANKLIN SUPERVISORY SCHOOL UNION #18: The administrative staff of this system has developed long-range plans for an innovative educational program to be promoted by extensive use of multimedia, and has been conducting a noteworthy program in public relations to gain support for the innovations. Films and pictures illustrating the kind of modern buildings and equipment that the system needs were prepared under the direction of the superintendent and have been shown at many community meetings. A model school incorporating many desirable new features is under construction and will be a demonstration center to encourage neighboring towns to improve their school facilities. In preparation for drawing up the plans for this ungraded school--open, non-walled, and with a carpeted instructional materials center equipped for dial access--and for the renovation and equipment of older buildings, the superintendent, members of the school board, and other community leaders visited modern schools in Kansas City and in several cities of Illinois and New York. In addition, teams of teachers and principals visited school systems in Connecticut using non-graded curricula, and attended seminars on ungraded instruction making significant use of multimedia. Evaluating teams from high schools and elementary schools in other systems visited schools in Franklin last spring. Their recommendations are being implemented. Funds provided under ESEA, Title II, were used to purchase many kinds of media, including filmstrips and transparencies, used in the junior-senior high school.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW HAMPSHIRE								
HAMPTON SUPERVISORY SCHOOL UNION #21 86 High Street Hampton 03842	3,992	K-12	$648	Fulltime	IMC	WENH	In-service Foreign lang. Remedial	IMC Multimedia Team teaching Individualized instruction Electronic labs

Summary:

HAMPTON SUPERVISORY SCHOOL UNION #21: A new instructional materials center located in the Winnacunnet Regional High School in Hampton is funded under ESEA, Title III, and serves 12 schools in eight districts. It houses a library of printed materials; many kinds of AV materials including films, filmstrips, tapes, records, models, transparencies, and slides; and a variety of facilities for the production of AV media with emphasis on photography and the diazo process to make overhead visuals. Deliveries of requested materials are made three days a week.

An intensive inservice-training program in the production and use of multimedia is conducted for AV coordinators in 12 schools, and for successive groups of teachers in various curriculum areas. Teachers are given released time to work at the IMC. The curriculum-oriented workshops to produce special AV materials are held after school at regular intervals throughout the school year. Many teachers also take evening courses taught at the center by members of the University of New Hampshire staff. Numerous instructional programs at the Winnacunnet High School, the Hampton Academy Junior High School, and the Marston Elementary School use multimedia in team teaching of large groups. Individualized instruction is also promoted by extensive use of multimedia. Foreign languages are taught in language labs and with the use of visual media. An ESEA, Title I, remedial reading program is conducted at both the high school and the junior high school.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
NEW HAMPSHIRE								
KEENE SUPERVISORY SCHOOL UNION #29 17 Washington Street Keene 03431	4,000	K-12	$500	Fulltime	AVC	WENH	Reading Foreign lang.	Electronic labs Tapes

Summary:

KEENE SUPERVISORY SCHOOL UNION #29: This system is the first in the state to employ a full-time AV director. Profiting by his experience with rented educational films since 1953, he has built up a 16mm film library at the AV center in Keene High School. Other materials and equipment for that center--which serves nine schools in the district through daily deliveries of AV materials --are provided largely by annual grants from two local foundations. One of the recent grants provided funds for a new laboratory to improve reading ability and related study skills. Under the direction of a reading specialist, and located near the library of the high school, this laboratory houses a collection of instructional media, individual study carrels equipped with pacers and audio headsets for tapes, and study tables also equipped for listening. Language labs--exemplary within New Hampshire--are also located in the high school. They occupy six large rooms completely wired for headsets and tape playback.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW HAMPSHIRE								
MONADNOCK REGIONAL SCH. DIST., SUPERV. UNION #38 Swanzey Center R.F.D. #1 Keene 03431	2,100	K-12	$550	None	IMC		Reading Science Economics	Team teaching Electronic labs Multimedia Mobile reading labs Nature camp Ungraded Programed instruction

Summary:

MONADNOCK REGIONAL SCHOOL DISTRICT, SUPERVISORY UNION #38: Though this small system operates in a low-income rural area, it conducts several modern instructional programs--including team-teaching of social studies and simplified economics in the first grade--with which multimedia are coordinated. Its noteworthy curriculum planning has been recognized in four annual awards by the New Hampshire Council for Better Schools. The assistant superintendent, principals, department heads, and teachers collaborate in the preparation of curriculum guides which list AV materials which may be used most effectively in various instructional units. Guides to new materials are also frequently distributed to the teachers.

A new non-graded elementary school which will be equipped for significant use of multimedia is under construction. The new Monadnock Regional High School makes extensive use of AV equipment and mixed media. All elementary schools use some AV equipment and materials. Two mobile reading units provided under ESEA, Title I, serve elementary schools. Each unit contains reading machines and programed materials to improve skill in reading. The Cutler Intermediate School (4-6) conducts an annual nature camp for one week for all sixth grade pupils.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW HAMPSHIRE								
TIMBERLANE REGIONAL SUPERVISORY SCHOOL UNION #55 Center Circle Plaistow 03865	4,300	1-12	$650	None	Building center	WENH	Science Social Studies English Homebound	Multimedia Team teaching Extended day Modular scheduling Telecommunications Dial access

Summary:

TIMBERLANE REGIONAL SUPERVISORY SCHOOL UNION #55: This system used funds provided under ESEA, Title III, in planning the new Timberlane Regional High School. It is designed, built, and equipped to use multimedia in many modern programs including team teaching. The building has special convertible triads for large group instruction and smaller classrooms with movable walls. Its longer day (8-4) and modular scheduling allow free time for students to use traditional library service, microfilm readers, and AV materials in a combined AV-library center which also houses conference rooms, listening rooms, and individual study carrels. In addition, there are separate resource centers to promote learning in science, social studies, and English. The business education department is equipped with all the most modern office machinery. A wide range of AV equipment in classrooms includes outlets for home-school phone communication. The school is wired for dial access, soon to be installed, and a computer will be added too.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
NEW HAMPSHIRE								
SOMERSWORTH SUPERVISORY SCHOOL UNION #56 Cemetery Road Somersworth 03878	2,500	K-12	$630	None	Building center	WENH	In-service Visual arts Science Math Social studies	Modular scheduling Team teaching Multimedia Computerized scheduling

Summary:

SOMERSWORTH SUPERVISORY SCHOOL UNION #56: At the Somersville High School, block scheduling for team teaching is used. The program for the production, distribution, and use of mixed media including an especially large number of 8mm single-concept films, is closely coordinated with the instructional program. The learning resource center is supplemented by special sub-centers housing many kinds of media for use in the teaching of social studies, math, and science. At the Oyster River High School at Durham, educational television programing for most schools in the state is provided by WENH-TV, which has been in operation since 1958. Several programs for teacher training, including two recent series for art and science teachers in elementary schools, have been televised over Channel 11 and taped. Five new relay stations for the network are under construction. Many 16mm films obtained from the University of New Hampshire are used at the high school. Videotape instruction by University faculty members is used in a teacher-training program. Computer scheduling for the high school is being explored with other university teachers. An especially noteworthy program in visual arts is conducted at the high school, using many tapes and slides. It was prepared by art teachers at the school.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW JERSEY								
NORTHERN HIGHLANDS REGIONAL HIGH SCH. DIST. Allendale 07401	2,100	09-12	$725	Fulltime	IMC	CCTV	Reading development Remedial Social Studies Science	Electronic lab Planetarium Television

Summary:

NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL DISTRICT: A special feature of this system is its well-organized CCTV program. Telecasting is possible over five channels simultaneously. There is an excellent retrieval system centered in the television control room which enables teachers to call in for specific programs or for replays of parts of them. Another asset of the system is its planetarium seating 53 students, a semi-professional unit, air-conditioned, comfortable, adaptable not only to the high school students but to groups from the elementary schools and from the community. The reading laboratory is nationally known. Attendance is voluntary and students may receive training in speed reading as well as in remedial reading. The auditorium is another special feature in that no seat is more than 14 rows from the stage in spite of the large complement of 800 seats. The organization of this school with respect to AV utilization is exemplary.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW JERSEY								
MILLBURN TOWNSHIP PUBLIC SCHOOLS 374 Millburn Avenue Millburn 07041	3,900	K-12	$770	Fulltime	AVC		Foreign lang. Reading Speech Correction In-service	School plant 8mm films Transparencies Electronic labs

Summary:

MILLBURN PUBLIC SCHOOLS are a large city system with a medium-range AV program, centered as yet in the high school. Currently the main task is distribution which is, in itself, well-organized and efficiently operated. The most creative part of the program consists largely of transparency production which is done by the AV director himself. However, there is in the planning stage an educational building complex which will house the AV center and thus bring together instructional media and curriculum planning for the entire system. In this system at present, the teacher-oriented emphasis is unique and shows that the importance of planned facilities to suit every curriculum need is recognized. The plan is to supplement the center's services with AV centers in individual buildings where there will be student-oriented emphasis. Then some of the techniques currently being used in administrative units may be carried out in the student-planned facilities. The media now used are: language labs, listening corners in elementary schools, use of transparencies at all levels, a comprehensive reading program, speech-correction program, and some others.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
NEW JERSEY								
SOUTH ORANGE-MAPLEWOOD SCHOOL DISTRICT 219 South Orange Avenue South Orange 07099	7,400	K-12	$745	Fulltime	AVC		Math Social Studies Science	Local production

Summary:

SOUTH ORANGE-MAPLEWOOD SCHOOL DISTRICT: The AV program here is traditional in that distribution is the main feature. There is an excellent maintenance system operated by three full-time technicians who see that all equipment and materials are in top condition all the time. The quarters used to house the present AV center have not been changed for 20 years, but new facilities are being planned. The same is true for the Maplewood Junior High School where building plans call for the addition of a library four times the size of the present one in order to accommodate an AV center of significance. At present some production is underway in that math is being taught by means of locally-produced transparencies of a creative type.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW MEXICO								
ALAMOGORDO PUBLIC SCHOOLS P.O. Box 617 Alamogordo 83301	7,800	K-12	$467		Libr.		Driver Educ. Algebra	Electronic Auto labs Electronic learning lab

Summary:

ALAMOGORDO PUBLIC SCHOOLS: Two innovations at Alamogordo High School must be noted. One is an electronic training laboratory for driver education. It has 30 stations and in operation resembles "30 kids driving small electric bump-cars at Disneyland." Projected on a large front screen are the simulated situations the student finds in driving on the highways. This is the only such installation in the state. The other program is a group-teaching system created by a teacher who also works at the monkey-training farm for the Atomic Energy Commission at White Sands. He has salvaged electronic parts and put together a learning-laboratory which is totally oriented to group-training rather than individual-training. The teacher of mathematics has cooperated in this experiment. They have developed a course of study for it in algebra.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW MEXICO								
ALBUQUERQUE PUBLIC SCHS. 724 Maple Street, S.E. Albuquerque 87103	76,000	1-12	$380	Fulltime	IMC	KNME	Data Processing Social Studies Spanish In-service Deaf	Radio Team-teaching Multimedia Flexible scheduling Individualized instr.

Summary:

ALBUQUERQUE PUBLIC SCHOOLS: The media center for the system has developed over many years to include a radio station (KANW-FM), owned and operated by the board of education, a retrieval and distribution service, a TV facility (KNME-TV, Channel 5), and production of new materials. The radio station broadcasts programs which have been closely correlated with the curriculum of all school systems within a 40-mile radius. The station maintains a tape-lending and duplication service. Programed material from the National Educational Radio is used by the station for secondary and adult instruction. A media director and two consultants analyse needs and plan materials with teachers and conduct a continuous in-service program. The immensity of the area which the system serves creates problems in distribution, some of which are overcome by resorting to TV and radio for the dissemination of information. Open circuit TV is used in all elementary classrooms. One program in Spanish for family participation is broadcast over KNME. Schools in Albuquerque are organized into elementary (grades 1-5) and middle school (6-8). One building houses both. The media centers and team-teaching stations serve both. The center at Kit Carson Elementary School furnishes a good example. John Adams Middle School uses team-teaching in a large-group approach to social studies, employing for the purpose multimedia. Cortez Elementary School teaches deaf and partially deaf children using powerful amplifiers and earphones which the individual can adjust to his own needs. Rio Grande High School teaches data processing under a Title I project and Del Norte is reorganizing its entire curriculum in an innovative program to enable students to advance at individual rates; units are organized around college-prep and non-college-prep cores.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW MEXICO								
LOS ALAMOS PUB. SCHS. P.O. Drawer 90 311 Seventh Street Los Alamos 87544	4,660	1-12	$697	Fulltime	IMC	CCTV	Science Math	Television Transparencies

Summary:

LOS ALAMOS PUBLIC SCHOOLS: The major feature of the Los Alamos IMC is its CCTV program. It is the only one in the state and can claim to be one of the few in the nation in its present stage of intense development. Teachers can televise the performance of a student and then the student can play back the recording video tape for the purpose of self-improvement. This facility may be used for a wide variety of functions within a school system. After nine years of pioneering Los Alamos has produced a tool valuable for itself as well as a strong force for motivation of students. Each of the ten schools in this system either has now or will have at the end of the 1967-68 school year, its own set-up for TV and taping with instant replay, stop-action, playback, and re-run features. One of the great advantages accruing to the schools and their teachers is that any program may be shown at any time, thus freeing everyone from a rigid time-schedule. Using an ESEA, Title III grant of $78,000 the system is purchasing at least 16 video tape recorders and over a three-year period is setting up the program of instruction utilizing the media.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW MEXICO								
ROSWELL MUNICIPAL PUBLIC SCHOOLS 200 W. Chisum Street Roswell 88201	11,000	1-12	$269	Fulltime	IMC		History Foreign lang. Business Educ. Pre-school	Team-teaching Programed instruction Ungraded Tapes School plant

Summary:

ROSWELL MUNICIPAL PUBLIC SCHOOLS: This school system has led the way in this state for innovative instruction, particularly in programs using AV materials. It has a media center which maintains good production and reproduction services under a vigorous director who works overtime on a variety of projects including many public relations activities. The center has received Federal funds from ESEA, Title I providing equipment such as an electronic 16mm film inspection machine and a transparency developer using the diazo method. In the business education program three taped programs are currently being used by high school classes using wireless headsets, the first such installation in the state. Some history classes use an AV introductory or culminating unit with a multimedia approach. At the elementary level almost all classes use overhead projectors and all teachers use filmstrips, although there is much difference in individual teacher use of AV materials. Within the system there are some non-graded programs in operation, some team-teaching and some programed instruction in language and business education. School buildings are in fine condition and TV centers have space. Some buildings are windowless, others entirely underground. Also within the system is a preschool pilot project under way funded by ESEA, Title I, an adult education program and individual teachers working on various ESEA projects.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW MEXICO								
SOUTHWEST MEDIA CENTER Western New Mexico Univ. Silver City 88061	12,000 (4 counties)	1-12	$1	Fulltime	IMC		In-service	Mobile IMC's

Summary:

SOUTHWEST MEDIA CENTER: Eight school districts have combined with Western New Mexico University to participate in the services of one IMC under one full-time director, who is supported by a staff of five. The center is located on the university campus, serves an area of approximately 20,000 square miles. Distribution therefore is a major function. Station wagons and one trailer-van constitute the delivery fleet. They operate on a regular schedule serving at least 39 separate schools. The remodeled trailer-van is a miniature IMC capable of rendering all important IMC services. Funds for setting up this media center have been obtained through ESEA, Title III. The first training workshop was held in the early spring of 1967 and during the summer took up to ten percent of all teachers in the four counties as teacher-consultants earning $25 a day.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
NEW YORK								
FREDONIA CENTRAL SCHS. Box 280 East Main Street Fredonia 14063	2,200	K-12	$600	Parttime	Libr. AVC	WNED	Reading Humanities Social Studies	Alpha 6 Initial teaching alphabet Team teaching Multimedia Small-group

Summary:

FREDONIA CENTRAL SCHOOLS have several unique programs. Alpha Six was devised to displace the restriction of the conventional classroom by introducing team-teaching. Four or more teachers with aides and student teachers plan and carry out instruction for one or more classes. Different groups perform different functions: lecture, variable instruction, enrichment activity, seminar, independent study. Advantages appear to be efficient use of human and physical resources, improved instruction to student and teacher alike. This program is for the sixth grade. AV materials are widely used. Another program, the Initial Teaching Alphabet, was designed for the beginner in reading, kindergarten and first-grade level. The alphabet uses 44 sound-symbols of which 24 are from the regular letter symbols and 20 are combinations of letters producing a single sound. When the child has completed the first seven books he will have completed phonetic and structural analysis not usually developed until the third grade. This program is still in an experimental stage. Team-teaching is used in twelfth-grade social studies, introducing students also to a broad study of the humanities. Ten topics are undertaken: religion, civil rights and integration, evolution of government, education in the U.S., American economy, the future, sociology, selected specific topics.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW YORK								
GREENE CENTRAL SCHOOLS South Canal Street Greene 13778	1,800	K-12	$650	Fulltime	AVC	CCTV	In-service Educationally disadvantaged Science Math Foreign Lang.	Individualized instruction Science trail Programed instruction Discovery method Mobile lab

Summary:

GREENE CENTRAL SCHOOLS: This small rural system has a well-developed AV program, especially in its elementary schools. An example is the CCTV project, located in a separate building wired with eight receivers and with facilities for creating programs with minimum effort. Selected teachers give TV lessons, prepared with the aid of a specialist, and followed up quickly by classroom visitations. The media specialist is very active. He has the support of the principal and the community. The latter has been enthusiastic since the telecasting of graduation in 1966 and the subsequent telecasting of sports programs. The kindergarten uses a variety of media in its organization of six developmental areas. Staff, facilities, equipment, philosophy, and modern environment all contribute to the success of the program. A Learning Skills Center provides a program for the disadvantaged and a Developmental Skills Center uses programed instructional materials to aid students in advancing at their own pace. The Sheldon Discovery Work Center gives advanced students in science, math, social sciences opportunity to profit by means of a laboratory type of approach.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
NEW YORK								
PENFIELD CENTRAL SCHOOLS High School Drive Penfield 14526	5,000	K-12	$995	Fulltime	Libr. AVC Bldg. IMC's	WXXI	In-service Foreign lang.	Radio Electronic labs Telecommunications

Summary:

PENFIELD CENTRAL SCHOOLS comprise seven schools and there is a new junior high school building under construction. Every building in the system has an important complement of AV equipment, and every classroom has AV blinds for light control as well as wall screens. A district AV coordinator in charge of a district AV center is assisted by two secretaries and a graphic artist whose jobs are the booking and circulation of materials. Teachers are using 4000 motion pictures annually, and the materials are all cataloged, processed and circulated daily from the center. A weekly newsletter is also distributed. The foreign language laboratories are well-equipped. There are six installations in Penfield Senior High School with provision for independent study in German, Spanish, French, Latin, Russian. French starts in grade three, Spanish and German in grade 7 and continue through high school. Electronic carrels are equipped with record players, filmstrip viewers, 8mm and 16mm projectors. The school plant facilities throughout the system have better than average AV equipment, the library collection is exemplary, the telecommunications program is highly developed, large-group instruction and team-teaching are successfully employed, using AV materials heavily and even producing new materials such as transparencies.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW YORK								
PENN YAN CENTRAL SCHS. Court Street Penn Yan 14527	3,100	K-12	$750	Fulltime	Libr. AVC	CCTV	In-service Remedial Accelerated Retarded English	Team teaching Tapes Transparencies

Summary:

PENN YAN CENTRAL SCHOOLS: This is a rural system which has a district AV center and a director who is a member of the instructional committee, advisory committee, and the curriculum study committee. He works with the subject-area and grade-level groups in planning, orientation, follow-up, and in organizing workshops; involving superintendent, principals, teachers. All school rooms have darkening facilities, screens, outlets, and there is a wide variety of AV materials, equipment and production. The most frequently used in the high school are films and transparencies. Vigorous programs using AV materials are: the non-graded primary, the use of the Initial Teaching Alphabet (ITA) in Branchport School and some special classes, the introduction of science at elementary level, team-teaching in the high school, accelerated and honor groups, the Modified Programs for slow learners. At the elementary level, the Modified Program depends heavily upon visual aids. There is a pre-first grade for children who progress slowly and this continues through the third year, a fourth year is being added to help many "catch up." Children who never quite catch up continue in the Modified Programs in junior high school and the ninth grade. The whole program is geared to help the slow learners (and the underachievers, in the primary group) to meet with success in their schooling and develop a positive attitude toward life. AV materials are of the greatest help in helping slow learners to visualize ideas. According to one teacher "We are beginning to know how we can help the child see that his fears and frustrations are really a thirst for knowledge and by changing our teaching methods we are taking down the fence from around the fountain that we didn't even know was there."

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW YORK								
ROCHESTER CITY SCHOOLS 13 Fitzhugh Street, S. Rochester 14614	46,000	K-12	$850	Fulltime	Libr. AVC	WXXI 2500 MHz	In-service Handicapped Retarded Science Math Phys. Ed.	16mm Programed instruction

Summary:

ROCHESTER CITY SCHOOLS: This central city school system has a well-trained central AV staff and is a member of RAETA. The maintenance and acquisition of equipment is well-coordinated. Delivery of films and programed materials from the center occurs twice a week, and work with the curriculum planners is extensive and coordinated. The center has 1500 prints of 16mm films in its collection plus 5000 more in the Rundel Film Library (largest public library of AV materials is housed in the Reynolds Memorial AV Library). East High School operates a well-developed educational television center for 2500 megahertz. All schools have antennae and each building has reception facilities. There are three channels with three VTR's. In-service courses are offered and new materials are widely produced. Special programs which are very successful provide instruction for the handicapped and the retarded. These rely heavily on AV materials. There are a thousand TV sets in the 43 elementary schools and utilization is high. There are more in the nine high schools and one junior high school, but the major emphasis in the upper grades, especially at East High, is on telecasting and CCTV.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW YORK								
VICTOR CENTRAL SCHOOLS High Street Victor 14564	1,900	K-12	$645	Fulltime	AVC	CCTV	In-service	Transparencies Large-group

Summary:

VICTOR CENTRAL SCHOOLS, a rural system have a district AV center and a full-time director. The program relates to faculty and students in a unique feature, the Student AV Squad. The students are organized into departments and are trained to do service work on equipment, photography, transparencies, staging and lighting, routing of films. The requirements for participation in the squad program are strict. Students may elect to take an Advanced Operators course in AV after one year's service in electronic equipment. Large-group instruction areas are used in the upper grades and AV materials are well-used. A major emphasis is placed on the use of transparencies. CCTV is used for both classroom instruction and enrichment.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NEW YORK								
WHITE PLAINS PUB. SCHS. Education House 5 Homeside Lane White Plains 10605	8,800	K-12	$1,200	Fulltime	IMC Bldg. IMC's	CCTV	Driver Educ. English Screen Educ.	Microfilms Student film production Laboratory Driving field, two-way radio in cars

Summary:

WHITE PLAINS PUBLIC SCHOOLS have a well-established IM center on the third floor of the administration building. One large room serves as center and surrounding small rooms house the various AV services; production is high. The large film library is air-conditioned. There is an AV director who organizes in-service-training programs and works with the schools. The high school has a Learning Resource Center, three librarians, an AV coordinator and a clerk. In the system there are a total of 11 librarians, two full-time AV coordinators, three part-time ones, and eight part-time librarians. Elementary schools also have AV facilities, Rosedale Elementary School having a small IMC, carrels and equipment in full use. The Driver Education program in the secondary schools uses a radio control tower and two-way radio to each of about eight training cars. A course has been developed around the history of AV materials, emphasizing films. It is called Screen Education. English composition, creative writing, and the ability to evaluate the films' content are objectives of the course.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
NORTH CAROLINA								
CHARLOTTE-MECKLENBURG PUBLIC SCHOOLS 720 E. Fourth Street Charlotte 28202	74,500	1-12	$424	Fulltime	Libr.	CCTV WTVI	Math Science Language Arts	Programed instruction

Summary:

CHARLOTTE-MECKLENBURG PUBLIC SCHOOLS: Like most public schools in the state, the city and county schools in this system use many taped programs of the National Educational Television Network as broadcast by the state ETV network WUNC-TV at Chapel Hill, and other programs originated in the three studios of that station. In addition, the schools in this district make extensive use of locally produced CCTV instructional programs.

A model K-12 school project funded under ESEA, Title III is designed to improve learning through the optimum use of team-teaching, large-group and individualized instruction, programed, computerized, and remedial instruction, electronic labs, student carrels, an ungraded curriculum and multimedia. This project is conducted at several elementary schools, two junior high schools, and a senior high school. The experimental programs, procedures, and instructional media that prove most successful in the models will be incorporated later in the instructional programs of the approximately 100 schools in the district.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NORTH CAROLINA								
WAYNE COUNTY PUB. SCHS. P.O. Drawer 27 Goldsboro 27530	12,500	K-12	$352	Fulltime	IMC Bldg. IMC's	WUNC	Vocational Ed. Language Arts Fine Arts	Team teaching Electronic labs Multimedia

Summary:

WAYNE COUNTY PUBLIC SCHOOLS: A special project to promote learning in the schools of this system through the use of master teachers and multimedia is funded under ESEA, Title III. Outstanding teachers in various curriculum areas are freed from pupil-load and are assigned as master teachers to work individually with four or five other teachers in the same subject. This procedure is designed to improve instructional planning and teaching techniques in instructional programs making a significant use of ETV, 16mm films, 8mm films, many transparencies, recordings, tapes, and microfilm. Each school participating in this project has electronic labs, an instructional materials center--housing individual study carrels and collections of printed materials and media--and facilities for the production of materials. Project teachers in all curriculum areas make a concerted effort to promote individual instruction, remedial instruction, and accelerated programs. The system conducts an in-service training program in the coordination of multimedia with instruction. A differential program in the fine and performing arts is being developed.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
NORTH CAROLINA								
GREENSBORO CITY PUB. SCHS. P.O. Drawer W Greensboro 27402	30,179	1-12	$300	Fulltime	IMC	WUNC WUNB	Foreign lang. Science	Electronic labs Programed instruction Telecommunications Team teaching

Summary:

GREENSBORO CITY PUBLIC SCHOOLS: This system is conducting an innovative program financed under ESEA, Title III in team-taught programed instruction in mathematics in grades 4-6. Both large-group instruction and individualized instruction--including self-instruction in individual carrels--are promoted by the use of a large number of transparencies and other media. These materials are supplied by an instructional materials center in each school that is involved in the project. Intensive in-service-training was conducted for math teachers in the project.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NORTH CAROLINA								
ROCKY MOUNT CITY PUBLIC SCHOOLS Box 1424 Rocky Mount 27802	7,500	1-12	$398	Fulltime	IMC	WUNC	Enrichment Accelerated Remedial In-service	Programed instruction Team teaching Individualized instruction Electronic labs Large-group

Summary:

ROCKY MOUNT PUBLIC SCHOOLS: This system and three neighboring systems--Tarboro City Schools, Edgecombe County Schools, and Nash County Public Schools --are conducting a project designed to upgrade instruction through the use of multimedia. Funded under ESEA, Title III, the model project is promoting programed instruction, team-teaching, accelerated and individualized learning, remedial teaching and special instructional programs for the retarded. Student responders are used in the instruction of large groups. Electronic labs and individual study carrels are used in self-teaching programs. An AV specialist directs the Rocky Mount Supplementary Education Center and helps to coordinate the special programs undertaken in the four participating school systems. He also conducts an in-service training program designed to help teachers integrate AV media in instructional programs.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NORTH CAROLINA								
GREENE COUNTY PUB. SCHS. Board of Education Snow Hill 28580	6,000	1-12	$390	Fulltime	AVC Libr.	WUNC	Social Studies In-service Retarded Remedial	Mobile AV unit Transparencies Programed instruction Individualized instruction

Summary:

GREENE COUNTY PUBLIC SCHOOLS: An AV mobile unit makes regularly scheduled visits to the schools in this system. At the Greene County Central High School, an instructional materials center supplies multimedia, including 16mm films, 8mm films, and transparencies for use in all programs, including remedial reading and the teaching of retarded students.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NORTH CAROLINA								
HAYWOOD COUNTY PUB.SCHS. Board of Education Waynesville 28786	6,900	1-12	$383	Fulltime	IMC	WUNC	History Science Math Vocational Ed. Remedial Accelerated	Individualized Team teaching Programed instruction

Summary:

HAYWOOD COUNTY PUBLIC SCHOOLS: An instructional materials center at Waynesville serves the schools in this system. Three of them--Central, Hazelwood, and Waynesville Junior High School--use ETV programs from the state network at Chapel Hill. ITV programs from the same station are used in several instructional programs including an introductory course in science at the primary level, ninth-grade science, and mathematics and U.S. history at all school levels. Most schools are conducting both accelerated programs and remedial instruction. AV materials are used in team-teaching at five schools. Study carrels in six schools are equipped for self-instruction through the use of multimedia. Four schools have facilities for full use of AV materials and three are using programed materials.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NORTH CAROLINA								
WINSTON-SALEM/FORSYTH COUNTY PUBLIC SCHOOLS P.O. Box 2513 Winston-Salem 27101	45,700	1-12	$366	Fulltime	IMC	WUNC	Differential education Retarded Remedial	Flexible scheduling Dial access

Summary:

WINSTON-SALEM/FORSYTH COUNTY PUBLIC SCHOOLS: Revisions in the curriculum of the public schools in Winston-Salem during the past several years stimulated an increased use of AV materials at all levels. A further increase in the use of multimedia in the city's high school is being promoted by an ESEA, Title III project primarily designed to achieve a more flexible scheduling of instruction so that every student may progress at his own pace. Programed materials and study carrels equipped for the use of multimedia help promote self-instruction. Multimedia are also used in accelerated programs and in team-teaching of large groups. An instructional materials center at the school is supplemented by a central film library for the system. Ten elementary city schools that have qualified for Federal antipoverty funds make an especially heavy use of AV equipment and materials. Disadvantaged students at Kennedy Junior High School are rotated in groups of nine from one teaching station to another in each classroom at intervals determined by the teacher. To enable students to grasp each phase of instruction as it is presented, the three stations in each room use different types of instructional equipment including tape recorders, film projectors, filmstrip viewers, and record players. Another project funded under ESEA, Title III is being developed in the combined city and county systems. Its objective is a differential education program not only in the academic curriculum but also in the fine arts and performing arts. Dial access student carrels will be provided in the instructional materials centers of all schools in the district. This program will be in operation in 1968-69.

A former elementary school has been remodeled as a special school for pupils who are retarded or are in need of remedial instruction. All programs in this school use multimedia.

Also in Winston-Salem is the North Carolina School of the Arts, the first state-established public residential school of its kind in the United States. Established in 1963, it is operated for junior high school, high school, and college students throughout the nation who have exceptional talent in music, dance, or drama and who are selected by audition. In addition to training in the arts, the school conducts a full curriculum taught with multimedia.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NORTH DAKOTA								
DICKINSON PUBLIC SCHOOL DISTRICT #1 Box 831 Dickinson 58601	1,700	1-12	$316	Fulltime	IMC		Social Studies Math In-service	8mm films Graphics Local production

Summary:

DICKINSON PUBLIC SCHOOL DISTRICT #1: This media center housed in a remodeled, older brick residence, serves 108 schools in eleven counties of southwestern North Dakota. The center is a Title III project and constitutes the only such center in the state. There is a full-time director who provides leadership, consultative, and production services in a relatively new AV program. His staff consists of a curriculum coordinator, a media specialist who runs a continuous in-service-training program, a graphics artist, and several technicians. Specialists are available to all classroom teachers who need help in curriculum development and in production of AV materials at the local level. The center has more than 2,000 filmstrips, eleven hundred 16mm films, approximately 10,000 transparency masters, two hundred 8mm single-concept film loops and tape duplicating facilities.

An ungraded primary level science program is designed to provide children with exploratory and thinking experiences. This program is being developed through the guidance of the Instructional Materials Center Staff.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
NORTH DAKOTA								
NEWPORT PUBLIC SCHOOL DISTRICT #1 Box 338 Towner 58788	541	1-12	$419		Libr.		Math	Peg board School plant Cuisennaire rods

Summary:

NEWPORT PUBLIC SCHOOL DISTRICT #1: There is one new building in Towner, which houses all the grades 1-12 under one roof. The school was constructed with AV utilization in mind. Classrooms are equipped with outlets, light-control facilities, and some projectors. There is a storage area for most of the equipment, and there is a teachers' workroom providing materials for some basic production. The superintendent and principal are media-oriented; they provide the leadership for the entire program and see to it that the budget allotments are made for the selection and purchase of media. The principal developed a pegboard system for checking out equipment that is highly appropriate for a small school. The library provides study-hall facilities. It is also equipped with student carrels. One experimental program in mathematics employs cuisenaire rods

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
NORTH DAKOTA								
VALLEY CITY PUB. SCHS. 493 Central Avenue, N. Valley City 58072	1,781	K-12	$450	Parttime	Libr. Bldg. IMC's		Language Arts In-service	School plant Radio

Summary:

VALLEY CITY PUBLIC SCHOOLS: The IMC's are located in the libraries of the various schools. The principal of Jefferson Elementary School acts as media coordinator for the elementary schools of the whole system. The program at his school relates media closely to curriculum. The school is a recently constructed "pod" building designed with educational technology in mind. Each pod is furnished with its own special equipment, and opens into a central library and well-established media center. Production facilities are good. All areas are adequately supplied with electric outlets and light-control facilities. The budget for AV materials for the entire school system has not yet reached adequate proportions to provide equal services to all schools.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
OHIO								
CINCINNATI CITY SCHOOLS 608 E. McMillan Street Cincinnati 45207	88,753	K-12	$482	Fulltime	AVC	WCET	Science Home Econ. Disadvantaged	Museum Transparencies Mannequins Resource centers Television

Summary:

CINCINNATI CITY SCHOOLS: There is a system-wide AV program supervised by a media specialist and a well-organized staff. There is also an educational TV center. The two units work closely together in serving the school community. In addition to these central services, there are instructional materials centers in the elementary schools, 33 of them. These centers are under the supervision of a teacher-librarian and are also served by a team of teachers; they are open after school hours for the benefit of both children and adults. A full complement of AV materials and equipment enables the centers to offer both large-group and individualized instruction. The Cincinnati system also provides some special features. It budgets $100,000 annually for the use of the museum of natural history in return for which the museum provides instruction for each child through field trips.

Another exemplary program is a complete course in home economics which has been developed for the benefit of deprived students. For this course, 18 teachers cooperated to create mannequins built in three basic female figure shapes for clothing-design instruction. The AV center also assisted by creating an original set of transparencies to accompany the unit.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
OHIO								
CLEVELAND CITY SCHOOLS 1380 E. 6th Street Cleveland 44114	152,104	K-12	$469	Fulltime	AVC	WVIZ CCTV	In-service Disadvantaged Art Music Science	Listening posts Planetarium Radio Tapes

Summary:

CLEVELAND CITY SCHOOLS have a large AV center with a staff of 40 persons, plus two teachers on released time annually. An extensive in-service training program is carried on throughout the year as well as at the beginning of each school year by way of orientation for new teachers and student teachers. There is also a production center which manufactures transparencies, slides, tapes, video tapes. One experimental program was developed for children who study under crowded, noisy conditions. The result is an exemplary program of instruction via "listening posts." This means that a table is provided with a tape-recorder and outlets usually for eight students. The program has 18 pre-recorded lessons. Two listening posts accommodate 16 students while a teacher is free to work with the remaining class. The AV center also embarked upon a unique activity in creating the Cleveland Supplementary Center. It is temporarily located in a former paper box factory. At least 300 students come by bus to this center daily, some to spend the day in the creative-music area on the fifth floor, or art activities on the fourth floor, or in the Heritage Space Science planetarium (where they can sit in a space ship and study other props of the space age.) The basement is organized as a huge recreational area including a lunch room. There are in all 180 schools in this system and the AV programs, the school radio, the educational TV lessons are geared into the curriculum of the entire system.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
OHIO								
EUCLID PUBLIC SCHOOLS 651 E. 222nd Street Euclid 44123	11,354	1-12	$630	Fulltime	AVC	CCTV	Mathematics Foreign lang. Remedial Reading In-service Language Arts	Tapes Transparencies Computerized instruction Electronic labs

Summary:

EUCLID PUBLIC SCHOOLS, a city-school complex, support an AV center within the administration building. A full-time director has a staff of six para-professionals in addition to part-time student help. The center operates a large library of master tapes covering all subject areas as well as a large film collection. It sends out an average of 150 films daily. It also distributes models, realia, filmstrips, records, and tapes in a twice-weekly delivery to all schools. A graphic artist prepares transparencies upon request. Teachers may also get copies of master tapes for deposit in local schools. Offset plates are made upon request and in the planning stage is a darkroom for the processing of slides, illustrations, photographs. The AV director not only directs a system-wide in-service-training and public relations program, but also contributes his services to school-plant planning. Each classroom in the system has light-control facilities and wall screens and some have special materials geared to specific needs. The math at high school and junior high school levels, for example, uses computer instruction in its offerings; and languages are taught with the use of electronic laboratories and other media. The Euclid Shore Junior High School also provides a remedial reading program, using small-group instruction, and the Lincoln Elementary School has developed a differential language-arts program that has attracted national attention.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
OHIO								
SHAWNEE LOCAL SCHOOLS 2175 Zurmehly Road Lima 45801	2,800	1-12	$477	Fulltime	IMC		Art Music Humanities Foreign lang. Reading	School plant Tapes Electronic labs

Summary:

SHAWNEE LOCAL SCHOOLS: The public schools of Shawnee are all located in a single area. All 123 classrooms are equipped with light controls, projection screens, maps, globes, and other needed media for the instruction of some 3,000 students. There is a full-time AV director who, in this situation, is able to operate with student help. The senior high school has an electronic language laboratory with a console designed to distribute multimedia within the classroom. The junior high school has an independent study program which was developed by means of an ESEA title grant. The instructional materials center was first built to contain a wide variety of facilities for a flexible, varied instructional situation. Viewing, listening, and discussion areas as well as quiet areas for reading and writing are available. A planning conference was held in the summer of 1966 for the junior high staff and its advisors. Consultants were Dr. David Beggs of Indiana University and the New York Educational Facilities Laboratory, who acted as consultants in the development of the instructional media center.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
OHIO								
TOLEDO PUBLIC SCHOOLS Manhattan & Elm Streets Toledo 43608	53,969	K-12	$432	Fulltime	Libr.	WGTE	In-service Enrichment Astronomy	Television Independent study Planetarium

Summary:

TOLEDO PUBLIC SCHOOLS: Federal funds were used to develop the building media centers of this school system. At the elementary level this has resulted in resource study centers as well as regional service centers in which enrichment programs are carried out in activities entitled "Operation Success." Roosevelt and Gunckel Elementary Schools have large resource study centers including both book and non-book materials to aid children in independent study. Small classes may be held in these centers; and in the regional centers facilities are available for special teacher enrichment courses. Roger Senior High School, for example, has developed two astronomy courses and a planetarium which accommodates about 35 students. In cooperation with the public schools, Toledo University offers a course in television. Using the university's television studio as a base, the students enrolled in TV course-work gain practical experience by participating in the ITV programs for the public schools. There are now nearly 600 receiving sets in use in classrooms, receiving programs which are both instructional and enrichment in nature. Workbooks for the children and manuals for the teachers accompany the programs.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
OKLAHOMA								
DURANT PUBLIC SCHOOLS 405 N. Fifth Street Durant 74701	2,400	1-12	$300	Fulltime	IMC	CCTV	Language Arts In-service	V.T.R. School plant Television

Summary:

DURANT PUBLIC SCHOOLS: This school system has recently organized an IMC and the administration has financed the training of its media staff to run its specialized programs. The center is located in a building which is part of a planned educational park. This has been done with ESEA, Title I funds which are extensive enough to cover payment to teachers for the development of video tape lessons as a part of their in-service training. At present, in-service training focuses primarily on ETV with emphasis upon CCTV-teaching and video tape production. Southeastern State College, located in Durant, cooperates with the school system in this TV project. The district is in process of adding a CCTV system which will also serve Bryan and Marshall counties. Funds come from an ESEA, Title III grant.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
OKLAHOMA								
LAWTON PUBLIC SCHOOLS 753 N.W. Fort Sill Blvd. Lawton 73501	19,000	1-12	$320	Fulltime	IMC Bldg. IMC's		English In-service	Transparencies

Summary:

LAWTON PUBLIC SCHOOLS: This system runs an IMC under the direction of full-time media specialists and supporting staff. The center is located in the new Shoemaker Educational Service Center. It is attractive and well-planned, every inch of space is used to good advantage. Daily deliveries are made, maintenance provided, in-service education carried on, and production services (particularly in the preparation of transparencies) are emphasized. Each building in the system has a transparency-maker as well, and each classroom is provided with an overhead projector. An example of a particularly efficient use of transparencies as a part of classroom instruction may be found at Eisenhower Elementary School. In the Eisenhower Junior-Senior High School there is a large room for the activities and materials of the building media coordinator. It is convenient and well-arranged. Each room in this school is equipped with venetian-blinds for light-control, good for the use of transparencies, but not other media. The center disseminates information on AV materials by means of bulletins and catalogs which are supplemented from time to time, in order to keep them current.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
OKLAHOMA								
OKLAHOMA CITY PUB.SCHS. 900 North Klein Street Oklahoma City. 73106	81,956	K-12	$306	Fulltime	IMC Bldg. IMC's	KETA KOKH	Remedial Home Econ. Typing Shorthand Social Studies	Radio Team teaching Tapes Dial access

Summary:

OKLAHOMA CITY PUBLIC SCHOOLS: The educational media center in this system is conveniently located for daily deliveries to secondary schools, and for delivery to elementary schools three times weekly. This center contains the professional library, the textbook center, the 16mm film library, the production center, and offices for the maintenance staff. The staff of the center totals 75 employees directed by an instructional-media specialist(who is also on the superintendent's staff.) The specialist and the director of curriculum work closely together in producing curriculum guides. Also, a member of the media staff serves on every curriculum committee. Selection and evaluation of media, as well as reproduction of media, are responsibilities of the center. The TV broadcasting studio has two transmitters operating simultaneously. One station is UHF and is owned by the city-school system; the other is VHF and state-owned. Master teachers make live presentations which are recorded on video tapes by the studio staff. Over 80,000 TV guides are produced yearly. Many buildings have IMC's. New buildings are constructed with media use in mind; old buildings are provided with shades for light-control and with electric outlets, as funds are available. At any time, the full range of all AV materials and equipment is available through an electronic storage-and-retrieval system.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
OREGON								
COOS BAY PUBLIC SCHOOLS DISTRICT #9 Box 509 Coos Bay 97420	6,250	1-12	$500	Fulltime	AVC Libr. Bldg. IMC's		In-service Math Science	Individualized instruction Programed instruction

Summary:

COOS BAY PUBLIC SCHOOL DISTRICT: There is an AV center for the district, a library and building IMC's in this system. A full-time AV director runs the AV center which with the other two facilities provides simple services for a growing system. A film library is maintained, a daily delivery service to individual schools is provided, and various teaching materials produced. An outstanding example of the innovative use of media is found in Liberty Elementary School, which is a "Springboard Project" school, one of nine in the state. It has an IMC occupying two classrooms. It provides the students with work space, preview facilities, carrels. Some materials may be taken home by the student and he is able to do some production of AV materials on his own. The collections include motion pictures, filmstrips, and other media. Each classroom is equipped with an auto-load motion-picture projector, automatic-filmstrip and transparency projectors, tape recorder, record player, and accessory equipment.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
OREGON								
EUGENE PUBLIC SCHOOLS 275 E. Seventh Avenue Eugene 97401	19,959	1-12	$577	Fulltime	AVC Bldg. IMC's	CCTV	Remedial Science Reading Development Foreign lang. Accelerated Shorthand Data Processing	Electronic labs Individualized instruction School plant Radio

Summary:

EUGENE PUBLIC SCHOOLS: This city-school system maintains an AV center under the direction of a full-time professional media specialist supported by a staff of 20. There are three departments (audiovisual, library, radio-television), operating for the benefit of all schools. Services rendered by the AV center include acquisition and distribution of media (daily delivery); maintenance of a film collection and other teaching materials. Some schools have IMC's; a good example is the new Winston Churchill High School. The functionally-designed areas of this school all converge upon the centrally-located IMC. It is run by a full-time librarian assisted by a half-time AV supervisor and a half-time librarian plus three paraprofessionals. Facilities include a remedial-reading laboratory, a 30-station language laboratory, a conference room, a production area including a dark room, and study carrels and work space. Resource centers in the subject-matter areas, called "satellites," are being built in order to create a building-wide network. Bailey Hill Elementary School has classrooms well-equipped for the use of media. The IMC in this school and a three-classroom pod design of a newly-added wing constitute important features of AV utilization not only in the school itself but in the system. Many other elementary schools have created IMC's along similar lines, or in process of doing so.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
OREGON								
MILWAUKIE UNION HIGH SCHOOL DISTRICT #5 2202 S.E. Willard St. Milwaukie 97222	3,500	9-12	$650	Fulltime	AVC Libr.	CCTV	Math Science	Graphics School plant Team teaching Individualized instruction Local production

Summary:

MILWAUKIE UNION HIGH SCHOOL DISTRICT #5: There are three high schools in this district. The Rex Putnam High School is in its fourth year of operation, has an enrollment of about 900. The school is well designed to utilize media. There are provisions for individual study and for both small-group and large-group instruction. An instructional materials center which serves all three high schools is located in this building. The main feature of the center is graphics production with emphasis on transparencies. Original ideas for transparencies are conceived by teachers and produced with the help of the full-time AV director. The Rex Putnam High School also has a CCTV studio serving the entire district. There are two channels available and they transmit a variety of programs both for enrichment and classroom instruction.

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SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
OREGON								
LAKE OSWEGO PUBLIC SCHOOLS DIST. #7 2455 Country Club Road Oswego 97034	5,200	K-12	$603	Fulltime	IMC	CCTV	Handwriting Phonics Reading Science Social Studies Art In-service	8mm film loops Tapes Television Multimedia Team teaching

Summary:

LAKE OSWEGO PUBLIC SCHOOLS DISTRICT #7: There is a well-developed IMC serving the six elementary, two junior high, and one senior high school of this district. The center provides basic services of distribution, in-service training, dissemination of information and production. Extensive work in the production of 8mm film loops and specialized films has been done there as well as in every other major media form. Tapes, slides, filmstrips, and graphic materials are among the most useful. Tapes are used for the teaching of reading and phonics in grades one and two. Manuscript and cursive handwriting is taught through the use of 8mm film loops and specially-designed lined paper.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
OREGON								
PORTLAND PUBLIC SCHOOLS 631 N.E. Clackamas St. Portland 97208	82,000	K-12	$650	Fulltime	IMC Bldg. IMC's	CCTV KOAP	Special Educ. Social Studies Science	Modular scheduling

Summary:

PORTLAND PUBLIC SCHOOLS: This system maintains a large IMC under the direction of a full-time professional person whose duties of coordination, planning and consulting are heavy in a city-wide operation serving 82,000 students. The usual services are maintained. Many of the schools have well-stocked IMC's of their own. John Marshall High School, which enrolls 2000 students, was one of the first large schools to develop a modular, flexible schedule. Its IMC has been developed primarily to meet the extensive demands for individual study called for under such a program. Although there is a large building IMC, the departmental resource centers take the bulk of the activity. They have been equipped and stocked for this purpose. Both technican staff and facilities for production are readily available at this school. Theodore Roosevelt High School is an older school with an outstanding instructional materials program, a product of the Knapp Library Project. This program has developed along integrated AV-library lines. It is implemented by five full-time professionals, and seven paraprofessionals, and is vigorously supported by faculty and administration. Noteworthy features of the program in operation here are: a well-equipped independent-study center, a production-facility open to both faculty and students, electronically-equipped carrels, and related facilities. Columbia School is an elementary school with an integrated library and AV center. There are areas set aside for print and non-print items, for preview and audition, and for other specialized functions. This IMC is served by a librarian and an aide. Several other elementary schools in the system are following the same pattern of development, starting with the integration of print and non-print materials. This is done under a model-school program launched from the central IMC.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
PENNSYLVANIA								
SCHOOL DISTRICT OF ABINGTON TOWNSHIP 1841 Susquehanna Street Abington 19001	11,800	K-12	$637	Fulltime	IMC Bldg. IMC's	CCTV	Foreign lang.	Academic zones Modular scheduling Team-teaching Dial access Electronic lab. Tapes

Summary:

SCHOOL DISTRICT OF ABINGTON TOWNSHIP: The school system in this suburban community has stepped up its program of integrating modern technology into its traditional teaching program. It has incorporated innovations in the designs of buildings and into the curriculum through a central materials depository providing basic services. Enthusiasm, skill, imagination are evident in the programs; the major need is for more manpower. Two schools have special features. North Campus School houses grades 9-10, provides for individualized instruction and maintains two highly equipped centers. Instruction is organized around team-teaching, modular schedules, small- and large-group instruction, information-retrieval through dial access, and zoned areas for subject-matter specialties. Two large rooms seating 150 students apiece are used to make effective multimedia presentations to large groups. The tier design of the rooms also contributes to greater ease in viewing. Seminar rooms between every two classrooms provide for small-group sessions. The library is the heart of the school. It is easily accessible from anywhere in the building. It contains about 30,000 volumes, seats 150 students and has individual study carrels. Workrooms, comfortable browsing areas complete the attractions of the library. The audio-lingual area consists of two 36-station laboratories and rooms for tape-preparation, tape-storage, and sound-equipment. In the Willow Hill Elementary School, an open library is surrounded by classrooms. It is designed to look like an indoor court, serves as a center for research as well as for locating its 8,000-volume collection. There are carrels for independent study which are equipped with audiophones to permit self-selected learning.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
PENNSYLVANIA								
PHILADELPHIA PUBLIC SCHOOLS 21st & Parkway Philadelphia 19103	270,000	K-12	$560	Fulltime	IMC	WUHY CCTV	Math Science In-service Retarded Handicapped Remedial	Multimedia Computerized instruction Dial access Video tapes Museum Television

Summary:

PHILADELPHIA PUBLIC SCHOOLS: This large central-city system has a large central IMC serving both the community and the schools. Some of the best services are in the areas of television (WUHY and CCTV) and museum programs. A unique method of developing television aides was started during the summer of 1966. Housewives were trained to serve as TV technicians, and after participating in a summer's workshop, were given employment in those schools which had video tape recorders. The task is to record all programs which have educational impact and then upon request from the teacher play these programs back at the time that the television lesson more appropriately fits into the classroom curriculum. An active educational program carried out by the museum uses seven teachers and three secretaries. An experimental math-and-science program currently being taught at Olney High School is also meritorious. Students may use dial access in this program and use a computer to solve difficult problems. There is only one computer available, however, and this limits to some extent the number of students who can participate. In all, there are five senior and two junior high schools using computers. Another local center of interest is Harding Junior High School. Extensive funds have been put into this school in order to give it media saturation. The library has been expanded into a learning-resource center comprising areas for audio-tape listening, for slide-and filmstrip viewing, for storage of specially selected films. The teaching staff developed this center. They selected and evaluated all instructional materials with the school's specific instructional needs in mind.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
PENNSYLVANIA								
BALDWIN-WHITEHALL TOWNSHIP SCHOOLS 4900 Curry Road Pittsburgh 15236	8,598	K-12	$565	Fulltime Project Dir.	IMC		Math Reading Science	Computerized instruction Individualized instruction Ungraded

Summary:

BALDWIN-WHITEHALL TOWNSHIP SCHOOLS: One school in this system has been selected as an experimental school. Oakleaf Elementary School is operating under the joint management of the University of Pittsburgh's Learning Research and Development Center and the school district. The total enrollment of students is 247, and the focus of the program is upon individually-prescribed instruction (IPI). Each child's performance is critically analysed and appropriate lessons are prescribed by the teacher who takes into consideration his rate of learning, amount of practice, preference for mode of instruction. Teachers' aides,administer tests, assist students in obtaining material, record data. Half the school day is used for IPI, the other half in traditional studies. Materials for the IPI program are developed in the IMC of the school and also at the University's center. Teachers were prepared to conduct the program by attending a summer workshop. No grade-level restrictions are placed on the children in reading and math. Tests are given to determine where the child should start; he is then given other tests to determine mastery. Two teletype machines are already installed for the purpose of teaching computer-programed spelling; 13 more are planned. There are three phases in the reading program: in the first are 14 workbooks, recorded lessons, and related skills; in the next phase the student reads 14 paperbacks arranged according to difficulty; in the last phase the child undertakes independent reading and reporting as well as developing IPI reading skills.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
PENNSYLVANIA								
HICKORY TOWNSHIP SCHS. 2910 East State Street Sharon 16146	3,543	K-12	$553	Fulltime	IMC		Science Foreign lang. Remedial Phys. Educ. Business Educ.	Microfilms Electronic lab Telecommunications Planetarium

Summary:

HICKORY TOWNSHIP SCHOOLS: This district is small, comprising four elementary schools, one junior high school and one senior high school. Each school has an instructional materials center. In addition, the center at Hickory Senior High School has been developed to supplement the other centers. The library of the high school houses 15,000 books, about 60 periodicals, and other collections. It is so arranged that teachers may bring an entire class into a teaching area. There are also provisions for individual study in 18 stations equipped with devices permitting both listening and viewing. Among the special collections in the library are curriculum and professional books for the use of the teaching staff, and records, tapes, filmstrips, microfilms and programed texts. A production room is available to teachers for the preparation of materials. There is also a darkroom for developing photographic materials. The center operates under the direction of a specialist who has had training in library science as well as audiovisual and curriculum development. He has a small professional staff who are located in the high school and in the IMC's of the other schools. The auditorium of the high school is equipped for telelectures. There is also a planetarium, an electronics laboratory, a language laboratory and a business-and-office-practice laboratory. The overall use of media by both teachers and students is unusually high in this school system.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
PENNSYLVANIA								
SCHOOL DISTRICT OF THE TOWNSHIP OF UPPER DARBY Lansdowne Ave. & School La. Upper Darby 19082	10,174	K-12	$650	Fulltime	AVC Bldg. IMC's		Remedial reading In-service Social Studies	Mobile reading lab

Summary:

SCHOOL DISTRICT OF THE TOWNSHIP OF UPPER DARBY: This school system maintains a media center which concentrates upon decentralization and distribution. Each school has its own filmstrips, projectors, maps, globes, recorders, records and other materials. There is a storage facility for every four rooms in the local buildings, so that equipment is readily available. The district IMC is also fully equipped especially with supplies and materials not available in the individual centers. An on-going program of in-service-training and summer workshops is organized by the district staff. A mobile-unit has been designed to provide remedial reading services, complete with audio and tape equipment. Two more units are to be in operation shortly. A special program has been developed in the Beverley Hill Junior High School under the sponsorship of the Freedom Foundation. The social-studies staff has developed the project as an on-going student activity. Each month a new theme is developed under a different title. This permits students to integrate their learning in social studies with other subjects. The whole program has attracted much interest.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
PENNSYLVANIA								
CENTENNIAL SCHOOLS Newtown Road Warminster 18974	9,051	K-12	$500	Fulltime	Bldg. IMC's		Environmental awareness Gifted Retarded Humanities Science	8mm films Slides Multimedia Programed instruction Planetarium Special Experiences Center

Summary:

CENTENNIAL SCHOOLS: The IMC in this system carries out the usual central services in storing, distributing, and planning. The director is also committed to developing creativity and inventiveness through the use of inspiring AV materials. To this end he has used, since 1966, Federal funds to develop an "environmental awareness" program. This means that materials have been chosen for the center which are specifically designed to arouse curiosity and develop problem-solving skills in the student. Particular attention has been paid to the production of 35mm slides and 8mm film clips. In addition to creating tools for "building awareness", devices for developing motor skills, for memory training and for visual perception have been invented. The media center has gradually become very well equipped to carry on special programs and to create materials for their implementation; in the teaching of the humanities, for example, and in programs for culturally disadvantaged children. Encouragement is given to each school in the system to try out new materials and to experiment with new tools. Many teachers produce their own programed lessons on tape for the use of students who do independent study, as well as for the regular class period. Each school has its own IMC and training in how to use the media is always available from the central learning-resource center.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
PENNSYLVANIA								
WYOMISSING AREA SCHOOLS Cambridge & Evans Sts. Wyomissing 19610	1,437	K-12	$650	Fulltime	AVC Libr. Bldg. IMC		Reading Research Writing	Independent study Microfilm Large-group

Summary:

WYOMISSING AREA SCHOOLS: The system supports an IMC, a director who is a trained AV specialist, a good in-service training program which allows each teacher to participate on a released-time basis, and a general schedule which permits full utilization of the resources of the center. Local schools also have IMC's of various kinds. A new facility has recently been built at Wyomissing High School which provides the student with an individualized-learning approach. The central library is carpeted and air-conditioned; it provides two study-levels with 32 carrels and such special additions as a reference-room, a listening room, and a library of microfilmed periodicals. The AV center furnishes a variety of media for use in creating transparencies, previewing films, programing, and duplication. Large-group instruction takes place in a special room equipped with outlets and power for multimedia presentations. There are also rooms which accommodate small groups meeting for discussion after classroom or large-group instruction. Students are free to use all media resources in both library and center. Through the independent-study program they function on their own initiative in directing their reading, writing and research activities.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
RHODE ISLAND								
CRANSTON PUBLIC SCHOOLS Park Avenue Cranston 02910	13,300	K-12	$555	Fulltime	AVC Libr.	WGBH	French Science Language Arts	Telecommunications Individualized instruction Large-group

Summary:

CRANSTON PUBLIC SCHOOLS: This suburban school system has an AV center which coordinates both library and AV services. A full-time media specialist directs the center with the assistance of five other staff members, and works closely with the director of the library. The two directors report regularly to the administration concerning utilization and budgetary needs. The center maintains equipment which is inspected and replaced according to a schedule. There is some program planning and long-range estimates for future AV needs. In the secondary schools media utilization is handled by building coordinators on released time. Westview Elementary School, and two other elementary schools, have set up independent study centers which are furnished with carrels and tables, and other appropriate equipment. In these centers, children can prepare their own overhead transparencies for use either by individuals or by small groups, and they may make use of all other facilities as well, such as listening-units, tapes, records, filmstrips. Other instructional materials are cataloged and distributed in the library.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
RHODE ISLAND								
EAST PROVIDENCE PUBLIC SCHOOLS 255 Taunton Avenue East Providence 02914	8,500	K-12	$530	Fulltime	AVC	WGBH	Reading English Foreign lang. Remedial	Microfilm Electronic lab Subject area resource centers Multimedia

Summary:

EAST PROVIDENCE PUBLIC SCHOOLS: This system has a central AV facility providing all the basic services. The most outstanding example of the extensive use of media is the new Riverside Junior High School. A large central library seats a hundred students, contains about 10,000 books, and provides listening carrels for independent study. Periodical files are available on microfilm and there are readers for their use. A large built-in projection screen is available for viewing films, and there is a special area provided for teaching of library science. The teachers are accommodated in four curriculum centers with desks for use in preparation of materials. They are provided with electric typewriters, duplicating materials, and the latest periodicals and books in subject areas concerned. In addition, five audiovisual centers allow full use of instructional materials during class time, each center being capable of seating at least two classes. Owing to the seating arrangements (in elevated areas within each center) no student is farther from the teacher than he would be in a normal classroom. Each center is equipped with TV, overhead projector, and other aids. This school has an electronic teaching center for language instruction as well as a laboratory for remedial reading.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
RHODE ISLAND								
PORTSMOUTH PUBLIC SCHS. Administration Bldg. Middle Road 02871	2,000	1-10	$565	Fulltime	AVC Libr.	WGBH	Remedial Social Studies In-service	Mobile lab

Summary:

PORTSMOUTH PUBLIC SCHOOLS: The AV center in the east wing of Portsmouth High School serves the whole system. The production facility is furnished with materials for preparing overhead transparencies, and with copying equipment. The center also has a repair room, darkroom, and offices for the media staff. The staff of the center is represented on all curriculum committees and works with the principals in order to establish in-service requirements and budget needs. Workshops are held at several schools in order to be accessible to all teachers. Information is distributed by means of a newsletter, by means of catalogs of available materials, and announcements of new acquisitions. Distribution of media is not difficult as there are only five schools in the system. The AVC operates a Title I reading program by means of a mobile laboratory.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
RHODE ISLAND								
PROVIDENCE PUBLIC SCHS. 170 Pond Street Providence 02903	28,000	K-12	$580	Fulltime	AVC Libr.	WGBH	Speech Hearing Reading	Mobile labs Electronic labs

Summary:

PROVIDENCE PUBLIC SCHOOLS: The AV center of this large city-school system is well-equipped, well-organized, and well-maintained. Prompt delivery of materials is available and there is easy access to equipment. The staff under the supervision of a full-time director provides continuous consultative services, provides in-service training for all new teachers as well as sessions for all teachers, and works with curriculum planners and budget committees. There are coordinators with some released time allotted in most buildings. There are supplementary IMC's located in some of them also. New classrooms are being built with optimum utilization of media in mind; older ones are being up-dated as fast as possible. A special feature of this center is the organization and development of programs in speech, reading and hearing. Ten schools under Title I funding have programs in reading, 23 other schools also have various reading programs in operation. The system also operates five Travelabs equipped to run special programs in speech and hearing.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
RHODE ISLAND								
WARWICK PUBLIC SCHOOLS Warwick 12889	16,200	1-12	$525	Fulltime	AVC Libr.	WGBH	In-service Disadvantaged Remedial	Demonstration library Multimedia

Summary:

WARWICK PUBLIC SCHOOLS: The AV center coordinates all central services with all phases of the instructional program in an active and well-organized program. The staff of the center meets regularly with all curriculum staff and with evaluating committees. The results are regular reports on budget and other needs for AV services. The center is located at Pilgrim High School, conveniently accessible to all other schools in the district. Distribution is adequate and frequent. The in-service program is exemplary, consisting of 15-week workshop sessions carrying credit toward renewal of certificates as well as salary-increment. Teachers may also attend paid summer workshops. Oakland Beach Elementary School has a library which was expanded by means of Title III funds to include special equipment and furniture ranging from study carrels to projectors. Special attention was given to the needs of disadvantaged children. A local bond issue supported the construction of a resource center as an addition to the library with the result that materials and equipment are quickly available anywhere in the building. Production takes place in the IRC. The staff is large and well-trained, even the remedial-reading program having the full-time services of a specialist. This library serves as a demonstration center for in-service training and for visitors.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
SOUTH CAROLINA								
COLUMBIA PUBLIC SCHOOLS DISTRICT #1 1616 Richland Street Columbia 29201	34,000	1-12	$350	Fulltime	IMC Bldg. IMC	WRLK	In-service Humanities	Multimedia Student use of AV

Summary:

COLUMBIA PUBLIC SCHOOLS DISTRICT #1: This city-school district has a well equipped and well staffed center to take care of the AV needs of the whole system. The center gives continuous in-service training to teachers in how to use the media. Building coordinators attend workshops on evaluation, selection, and utilization of new media. The center disseminates information by means of regular meetings, memos, catalogs, and informal personal contacts. It provides the usual services of distribution of materials and maintenance, all equipment being inspected, cleaned and repaired after each use. In addition to the central IMC, which is the newest and most completely equipped in the state, each school in the district has a media center. Some instructional offerings in the high school, such as the humanities program, are thoroughly adapted to the multimedia approach.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
SOUTH CAROLINA								
UNION COUNTY SCHOOLS Union 29379	8,400	1-12	$390	Fulltime	IMC	WNTV	Social Studies In-service	Resource staff Local production

Summary:

UNION COUNTY SCHOOLS: There is a media center in this district, run by a staff of three professional specialists. The members of the staff are involved in curriculum planning and other instructional school committees. They provide the usual services, especially in assistance to teachers in the selection and evaluation of AV materials. Delivery of materials is made on a regular basis and on short notice if teachers request emergency service. The University of South Carolina offered a special summer course in media. Fifty of the Union County teaching staff took the course for credit, their costs being partially met by the district school board. Some production of simple media is done to correlate with the curriculum. Teachers integrate both projected and non-projected materials in their lesson plans. Some teachers have developed transparencies to help teach a specific concept. The administration lends enthusiastic support to the media program and funds are made available when needed. Plans are underway to develop a new and larger center.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
SOUTH DAKOTA								
DOUGLAS PUBLIC SCH. SYS. Ellsworth Air Force Base 57706	3,300	K-12	$500	Fulltime	IMC Libr.		Retarded Accelerated Phys. Ed. Music	Programed instruction Team-teaching

Summary:

DOUGLAS PUBLIC SCHOOL SYSTEM: This system has a small IMC under the direction of a librarian who acts as media coordinator. At present there are plans for merging the IMC with the central library because accessibility to equipment and materials is restricted. The center has a good supply of 16mm films, filmstrips, study kits, maps and records, supplemented with a few tapes, transparencies, and slides. Some production is done in the center and plans are underway to equip the local schools for the production of overhead transparencies. Inspection and repair of equipment is left to the summer when school is not in session. Most of the buildings in the system are new. Rooms are equipped with individual listening stations and projectors. Special subject areas, such as physical education and music, are equipped with carts carrying appropriate materials; the library keeps records. The staff is oriented to curriculum, but maintains a lively program of planning meetings for budget and AV development.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
SOUTH DAKOTA								
RAPID CITY PUBLIC SCHOOLS 809 South Street Rapid City 57701	12,450	K-12	$410	Fulltime	IMC	KOTA	Remedial reading Work-Study French Art Science	Multimedia Television

Summary:

RAPID CITY PUBLIC SCHOOLS: This system boasts a large IMC under a full-time AV director who is supported by a half-time coordinator for each school, as well as by a coordinator at the building level. In-service training sessions are carried on at both levels. The IMC is readily accessible to most of the schools in the system, which also have their own centers. Daily distribution carries materials from the center to the separate schools. Some production is done by a half-time staff member who makes non-commercial materials with the aid of students from the Neighborhood Youth Corps. Live TV is produced at the local commercial TV studio (KOTA) in French, art, and fifth-grade science. Equipment is maintained by a trained technician. Inspection at the local level is done by individual users who report problems to the central office; at the central office, returned materials are inspected as they come in. Dissemination of information from the center is most efficient. An attractively-prepared library manual of about 60 pages is furnished to each teacher, covering such subjects as teachers' responsibilities in the libraries, the physical arrangement of the libraries, an explanation of the Dewey Decimal System, and other helpful topics. In the junior high school an electronic laboratory is used for the teaching of languages.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
SOUTH DAKOTA								
SIOUX FALLS PUB. SCHS. 201 East 38th Street Sioux Falls 57102	18,200	K-12	$430	Fulltime	AVC	CCTV	Work-Study Remedial reading	Large-group School plant

Summary:

SIOUX FALLS PUBLIC SCHOOLS: The school system maintains a central AV facility which provides services of distribution and maintenance. Materials in the center are cataloged by means of data-processing cards. Equipment is serviced by a technician who is provided with tools and supplies located both in a shop and in a portable laboratory. A strong maintenance schedule is in operation to check all returned materials by means of an electronic film inspector and by individual inspection of all other media. A full-time media specialist directs the center, sets up the budget through personal contact in determining local needs, and works with building coordinators in selection and evaluation of materials.

The new school buildings are well-equipped for media utilization in terms of outlets, lighting, TV hook-up, acoustics. Special programs are as follows: Lincoln High School, a program of large-group instruction for grades 10-12; Erving School, a work-study program for low-ability children in grades 1-9 which culminates in a daily schedule of half-study, half-work in grades 7-9; and in the Comprehensive Facility Center, a well-organized program for hard-core dropouts (ages 16-21) where emphasis is placed upon visuals and reading improvement. Trainees are given a 21-week exploratory period in which to find themselves.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
TENNESSEE								
CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM P.O. Box 867 1209 Madison St. Clarksville 37041	11,500	1-12	$380	Fulltime	IMC Bldg. IMC's	CCTV	Math Language Arts Science Foreign lang.	Curriculum resource centers Multimedia Large-group Microfilm Dial access

Summary:

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM: This system comprises 31 schools. It has a media center and a full-time director. The high school is an outstanding addition to the system, particularly in its utilization of AV materials. The IMC and sub-IMC's are conveniently located and ultra-modern; the student has dial access to materials of all kinds. If he is sitting in a sub-IMC he may push a control button to request information stored in cartridges in the central IMC and the information will be immediately transmitted to him via CCTV. The teacher may also make a request to the technician and when the instructional material is needed it appears on the classroom screen. Connection of the AV student desks with the central communications system is accomplished via a wiring system woven in the carpeting. The absence of permanent walls between classes permits much flexibility with respect to group size. Noise is reduced through carpeting and a magnetic induction system.

The New Providence Junior High School is also a newly built facility incorporating areas for the use of all kinds of AV materials. It is expected to house a changing curriculum for 25 years. It has an open-area library and four media centers, each of which contains materials used by the subject-area taught in that location. Each center also contains carrels for individual study and has been acoustically prepared for noise reduction. Each academic area is equipped for the showing of films, movies, or TV programs, all of which may be controlled by the teacher from a lectern console. The TV system makes possible local origination of recorded and audio programs and provides for audio reproduction by means of either the school central communication system or by means of wireless headphones.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
TENNESSEE								
MEMPHIS CITY PUB. SCHS. 2597 Avery Avenue Memphis 38112	111,000	1-12	$304	Fulltime	AVC Bldg. IMC's	WKNO	Reading Science Social Studies	Multimedia 16mm films

Summary:

MEMPHIS CITY PUBLIC SCHOOLS have an instructional materials center which has been decentralized so that all materials except films are in the local school buildings. The center, however, maintains an outstanding 16mm educational film library and the staff of the IMC performs a variety of needed functions. It makes purchases and deliveries and conducts regular in-service workshops. The physical facilities are centrally located. The media, therefore, are highly accessible to all instructional units. Information concerning media is also regularly disseminated. The budget of the center reflects the entire AV needs of the school system. Social studies in the system are planned around an AV core. A community-owned ETV system also contributes to enrichment.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
TENNESSEE								
NASHVILLE CITY-DAVIDSON COUNTY PUBLIC SCHOOLS Nashville 37204	90,000	1-12	$350	Fulltime	IMC	WDCN	In-service	Television

Summary:

NASHVILLE CITY-DAVIDSON COUNTY PUBLIC SCHOOLS have a centralized media center which is directed by a full-time specialist. The staff is adequate in training and number to perform most of the AV services required by the school system. The professional media staff are oriented to curriculum and instruction. They provide a continuous in-service-training program which is outstanding. A daily delivery of materials is maintained; any two-day advance request being normally filled without delay. A monthly newsletter sent to all school personnel disseminates information concerning new materials and methods. A maintenance crew keeps equipment and materials in good condition and ready for use by the teacher. Production is generally carried on in the schools themselves where the facilities are good and, moreover, are extensively used.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
TEXAS								
CORPUS CHRISTI INDEPENDENT SCH. DIST. Box 110 515 N. Karankawa St. Corpus Christi 78403	40,530	1-12	$500	Fulltime	AVC Building IMC's		Science Language Arts	Large-group Team teaching School plant Transparencies Planetarium Local production

Summary:

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT has an extensive graphic production center. It also has a well-developed technique for the acquisition of new materials and for the distribution of the collection. The center is located in its own building, and has a full-time media supervisor to work with the system's librarians at the high school and junior high school levels. A feature of the center is a good program for the preparation of overhead visuals. Subject area specialists develop ideas appropriate to the Corpus Christi curriculum and artists translate these concepts into visuals which are in turn checked by the curriculum committee. The finished product is then tried out for a two-week period in selected schools changes being incorporated all along the line, until it is finally filed in the center, cataloged and made available to the system's teachers. The film library is cataloged and maintains some 2000 prints. There is a large collection of magnetic audio tapes, 8mm single-concept films and models, realia, and other aids.

The system also has one school especially planned for the use of AV materials, the Weldon E. Smith Elementary School. The school has complete climate and light control as well as facilities adapted to modular teaching. Rooms may be expanded to accommodate large groups. In the center of each module is a materials-preparation center as well as conference center for the teaching staff.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
TEXAS								
EDINBURG CONSOLIDATED INDEP. SCH. DISTRICT Drawer 990 Edinburg 78539	7,400	1-12	$360	Fulltime	AVC	CCTV	Remedial Disadvantaged Health Accelerated	Programed instruction Large-group Team teaching Individualized instruction Electronic labs Multimedia

Summary:

EDINBURG CONSOLIDATED INDEPENDENT SCHOOL DISTRICT comprises one high school and three elementary schools. The high school has two programs of instructional media, one of which is pioneering in an important way and the other of which is almost entirely based upon programed AV materials. There is an absolute minimum of teacher-lecture in either case. The first is the STEP program for children of migrants; the other is the health program dealing largely with sex education. The STEP program started as an effort to deal with the problem of migrant children, to make it possible for them to achieve high school credit, a very difficult goal when most of them registered late and dropped out early. The program began as a stopgap effort and was designed to assist the student to earn a year's credit, not to be taken in lieu of the regular curriculum. The program, called Specialized Teaching for Educational Progress, consists of preplanned materials which allow the student to work at his own pace. If he leaves the school and if the administrator at the school in the next community permits, the student may continue the program, receiving credit at the end from Edinburg. In the three years 1965-67, enrollment dropped: 130, 100, 86. The drop was considered a sign of success because students were encouraged to stay and finish high school. The health program concentrated upon sex education because of the high incidence of veneral disease among the Latin-American students, and was made up almost entirely of media, Government-programed materials, 16mm films, and other media valuable precisely because of its impersonal nature. Classes are large and are handled by two teachers and two aides. The venereal incidence is dropping. At the elementary level two experimental buildings were built with funds from a Title I ESEA grant to develop ways to teach Spanish-speaking children of high ability. One building is for pre-school and primary, the other for grades three and four. One media technician prepares materials for both units. The units are also used for teacher-training and observation.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
TEXAS								
CYPRESS-FAIRBANKS INDEPENDENT SCH. DIST. P.O. Box 40040 Houston 77040	4,100	1-12	$618		Building IMC's	KUHT	Science Reading Math Art Music In-service Social Science	Small-group Modular scheduling Individualized instruction School plant

Summary:

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT: The major attraction of this district is a new kind of building which was constructed for maximum intellectual growth. The district comprises four schools, handles more than 4000 students, but the 400 elementary pupils taught at the unique building of Matzke Elementary School--in one large room without partitions--is the innovation of interest to visitors. All students participate in the AV program. The large room is constructed about 12 feet above ground (with open-air playground and cafeteria at ground level) and instructional areas, library and teachers' workrooms all above. It is fully carpeted, it has portable screens for room dividers and it has individual instructional media centers in each of the four multipurpose areas. AV materials in each are appropriate to the level of the students accommodated in each area. The library is a learning resource center with areas for display of children's art and colorful teaching boards, and is equipped with attractive furniture. An outstanding feature is the low noise level when the variety of activities of both children and adults is considered. Basic skills such as reading and math are taught in homogenous groups of 10, alternatively with activities such as physical education. This is in keeping with the philosophy of the University of Texas professor, Dr. Edward Eaton who developed the individual approach used in the school. Applied skills programs are taught in groups of 17 and social science and science in heterogenous classes of 26. No recess is needed because pupils are free to go to rest rooms at any time and never sit still too long. Provocative equipment is available such as an abacus for use in math. No special teachers are needed. Neither is there any obvious need for a custodian's services, as it is part of the learning act of the students to leave things neat and ready for the next day. Of the 17 teachers, four were trained by Dr. Eaton. Funds are provided locally except for some aid in one Federal grant.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
TEXAS								
HOUSTON INDEPENDENT SCHOOL DISTRICT 1300 Capitol Avenue Houston 77002	228,300	1-12	$350	Fulltime	Library AVC Building IMC	KUHT 2500 MHz	Geography Science English In-service	Team teaching Small-group Individualized instruction Multimedia 8mm films

Summary:

HOUSTON INDEPENDENT SCHOOL DISTRICT has more than 200 schools with about 8000 teachers and slightly over 200,000 students in daily attendance. It maintains a centrally-located AV center of 16mm films adequate in number and variety for the curriculum, the low budget restricts the purchase of duplicate film. There is a daily flow of films from this center to the schools and there is an organized system of repair and replacement, but materials other than films are handled on a decentralized basis by the local schools. One junior high school with a strong media program has developed it from building funds, PTA funds, and awards from commercial companies. In the Booker T. Washington Junior High School the resource center is in the library; it contains student carrels and tables with multiple-listening facilities, a workroom for both teachers and students, and a media-oriented librarian. The students create their own 8mm single-concept films, write their own scripts, do their own photography, present their finished products at their science fair.

Burbank Elementary School has inaugurated an experimental center for the first graders at a small auditorium in order to compare the relative amounts of stimulation pupils receive in a learning center over that received in a standard classroom. Team-teaching, small-group instruction, individualized learning occur in conjunction with media such as tape recorders, records, overhead projectors, "small-fry" crystal set, slides, a television set and an 8mm projector. Science equipment includes microscopes, magnifying glasses, a pumping heart, detachable molars, aquarium, terrarium, planetarium. Simple records of materials used by each pupil are kept. Much ingenuity and cooperation is necessary among faculty and administration to carry on this experiment on a low budget.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
TEXAS								
SPRING BRANCH INDEP. SCH. DIST. 9000 Westview Houston 77024	23,681	K-12	$400	Fulltime	IMC Library	CCTV Microwave	In-service Accelerated Remedial Government Economics Science Foreign lang.	Transparencies Electronic labs Team teaching Individualized instruction Multimedia

Summary:

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT features a media center (Title III) which gives training in techniques of production at local levels. It serves seven schools. The physical facilities provide work space, office space, equipment for art production, and tape duplication, the emphasis is placed upon graphics and production of 2 x 2 slides. Teacher training is largely in-service, providing 20 persons at two-week sessions with training, while substitute teachers and mileage are paid out of the center's budget. The system is well along in experimenting with CCTV, using microwave for "tying in" a number of buildings. Teachers are able to use live TV as well as films and videotapes in their programs. There are two channels in operation. There are media centers in some of the individual schools also. High-cost media such as 16mm films are obtained from the Harris County Cooperative Film Library. A multi-purpose classroom the size of four traditional classrooms at Memorial High School provides facilities for team-teaching.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
TEXAS								
LUBBOCK INDEPENDENT SCHOOL DISTRICT 1715 26th Street Lubbock 79411	34,000	1-13	$370	Fulltime	IMC Building IMC's		In-service Remedial Social Studies Foreign lang. Reading development Math English	16mm Transparencies Electronic labs Large-group Team teaching

Summary:

LUBBOCK INDEPENDENT SCHOOL DISTRICT is especially interesting because it has a large, growing school system engaged in developing all modern AV media without, as yet, any fully centralized media program. So far there is a full-time director of AV education and public information, a half-time specialist and secretary for the whole system, a half-time professional specialist in each of the senior high schools, a half-time non-professional specialist in each of the junior high schools, and teachers with released time in the elementary schools. The systems gets films from the West Texas Cooperative AV Film Services (about 13,000 were booked in 1965-66 at about $1.50 for each). The director meets five times yearly with the local school representatives who in turn meet regularly with subject-matter specialists and media experts for program-planning. Furthermore, the principal of each school is committed to the support of the media program through in-service education. Locally prepared materials are cataloged and cross-referenced at the center and circulated by librarians.

An elementary school library called Project Impact has been completed. A librarian and media specialist are in charge and there will be some ten persons in all when the system is in full operation. Summer workshops, reading areas with story-hour programs, a preview room and general AV materials room are provided. A conference room with one-way glass permits visitors to observe students using the facilities. A reading counselor is providing a new type of service. The library is a part of the Maedgen Elementary School.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
TEXAS								
MESQUITE INDEPENDENT SCHOOL DISTRICT 405 East Davis Mesquite 75149	13,116	1-12	$310		IMC Building IMC's	2500 MHz Microwave	Math Science Social Studies Language Arts French German Spanish Latin	Electronic labs Large-group Modular scheduling Ungraded

Summary:

MESQUITE INDEPENDENT SCHOOL DISTRICT is noteworthy for the development of an educational television program, as well as for its recent phenomenal growth. Most of the 25 separate school buildings have been built in the past six years, and are well designed and equipped for the use of media. One new building with its equipment is a 2500 MHz closed-circuit transmission system operating on microwave, and representing an investment of four and a half million dollars. Four channels may be transmitted simultaneously. One media center has been developed in Seabourne Elementary School in the library, where equipment or materials may be checked out or used within the building. At Mesquite High School, a new building with light- and climate-control, there is an instructional television center housed in a large, all-purpose instructional room. It is programed for rear projection and has ample lighting to originate TV programs. It will hold 150 students and has a teaching console in the front. Mesquite High School also features language laboratories with carrels and playback units for Latin, German, French, and Spanish. Its auditorium is so well equipped that it can accommodate the Dallas Symphony orchestra in taping its programs. The largest media center in any elementary school in Texas is in Florence Elementary School, where a modular program planned for 1967 will remove grade barriers. For in-service and demonstration education there is a well-planned center with three video tape recorders, four cameras with two projection chains (2 x 2 slides) and both 16mm and filmstrip projectors. The system also has extra converter units for the use of permanently house-bound students. Future plans include inservice tapes for TV, subject-area-demonstration teachers and equipment, and more classroom instruction by TV.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
TEXAS								
TERRELL INDEPENDENT SCHOOL SYSTEM Box 190 Terrell 75160	3,200	1-12	$364	Fulltime	IMC		Math Science In-service Retarded Reading development Adult Educ. Language Arts	Programed instruction 16mm films Radio Electronic labs

Summary:

TERRELL INDEPENDENT SCHOOL SYSTEM is a small school system which has benefitted from Project Discovery aid, a saturation of films, filmstrips and equipment. In addition to its own large film library, it subscribes to a film co-op and a Title III media project at East Texas State University. All classrooms are equipped with one 16mm projector and one filmstrip projector, and some have overhead projectors. Most buildings have light- and climate-control. A media specialist assists teachers in the selection of Project Discovery materials and there is also an in-service-training program under the supervision of a specialist from the university. The coordinator of the system sets up the media centers, provides for cataloging and circulation. Another feature is a pilot reading project where students gain experience before attempting a program. The project is based upon the Reading Through Experience program of Dr. Van Allen. Both teachers and students are highly motivated through stories of experience.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
UTAH								
WEBER COUNTY SCH. DIST. 1222 Washington Blvd. Ogden 84404	15,500	K-12	$480	Fulltime	IMC	KWCS	Science Remedial	Independent study Team-teaching Flexible scheduling

Summary:

WEBER COUNTY SCHOOL DISTRICT: This system has a full-time director and a general IM center. An outstanding feature of the center is the educational television studio which has been on the air for a good number of years, providing excellent service not only to the district, but also to the whole state. The station operates on a low budget, but nonetheless produces programs which are used and known on a state-wide and even on a national basis. Production crews work with curriculum supervisors, subject-matter specialists, and media directors. Programing is closely and carefully coordinated with instruction. ETV-study guides are regularly distributed to teachers. The station also excels in its job of maintenance and storage. Many of the problems inherent in developing educational television have already been worked out in this system. The call letters are KWCS, Channel 18. Roy High School in this district is one of the 12 school projects of the Kettering Foundation. Flexible scheduling permits students to spend up to a third of their school time in independent study. Team-teaching makes a limited use of AV media, but what is used is effective.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
UTAH								
GRANITE SCHOOL DISTRICT 340 East 2545 St. South Salt Lake City 84115	57,600	K-12	$509	Fulltime	IMC Libr. Bldg. IMC	KUED CCTV	Language Arts Remedial In-service	16mm films Tapes Local production

Summary:

GRANITE SCHOOL DISTRICT: There is a district IMC which is currently concentrating upon an active in-service program for the purpose of upgrading the technology and utilization of media. Workshops are held several evenings each week. Teachers come to the center for individual and group instruction, for which they may receive University credit. The center maintains a circulating library of resource literature, a library of 16mm films and one of tapes. It also has a collection of models, maps, realia, in sufficient quantity to ensure the filling of most requests within a day or two. The staff conducts laboratory workshops in production and provides individual assistance where it is needed; but most of the production in the district is done by the teachers themselves. The center has prepared three laboratory classrooms with various AV equipment for the convenience of visitors. The staff also renders services in planning instructional materials with curriculum supervisors. An example of a busy local IMC may be found at Churchill Junior High School. A full-time AV coordinator works with the librarian to integrate media with the curriculum, to provide in-service-training to teachers and students, and to produce needed materials. CCTV is also used. The principal is very active in support of the AVC; they both work on long-range planning and on budget.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
UTAH								
NEBO SCHOOL DISTRICT 50 South Main Street Spanish Fork 84660	9,400	K-12	$450	Fulltime	IMC		Social Studies In-service	Communications Transparencies

Summary:

NEBO SCHOOL DISTRICT is a rural school system which has an IMcenter under the direction of a knowledgeable and helpful media specialist. He is succeeding in putting much life into the media program with the result that, although the center is located in a renovated building at considerable distance from the district superintendent's office and from many of the schools, all personnel flock to it because of the excellent service it renders. Special requests for production are handled promptly and effectively. Equipment and materials are well maintained. Building coordinators do not have enough released time to organize much AV material locally, so that the center must carry much of the load. The district superintendent and curriculum supervisors work closely with the AV director as they plan instruction. The system of distribution and communication has unique features, inviting inspection.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
UTAH								
TOOELE COUNTY SCH. DIST. 66 West Vine St. Tooele 84074	6,527	K-12	$427	Parttime	IMC Bldg. IMC's	KUED	In-service	8mm films Continuous progress Small-group Individualized instruction

Summary:

TOOELE COUNTY SCHOOL DISTRICT: This district has an IMC under a part-time director, and the local schools also maintain centers. The most outstanding school is East Elementary School, a building which was constructed on the circular, "pod" design in order to facilitate continuous-progress education. All classrooms are open-ended, so that they may merge with the instructional-materials area in the center. This is done for the sake of immediate accessibility. Teaching areas are equipped for small groups or for individual study. This school also has the services of a media specialist who works with the principal to see that the unique features of the building and its equipment are fully utilized. He directs the teaching of two or more classes in varied subjects bringing AV materials into optimum use. He also spends considerable time in the teaching stations assisting the staff with media services.

In this school educational television, as well as selected programs from commercial stations, is incorporated into the curriculum. Another AV facility in constant use is the overhead projector. One is available for every teacher, is considered an indispenable part of education. Other media are also available in ample quantity. Realia (some are living specimens of plants and animals) form an important addition to the IMC resources. An enclosed court providing access to the place where the realia are kept, enables the student to study living things with great ease and aroused interest. Among the latest items to be added to the center is the 8mm single-concept film. Because it can repeat a single concept as many times as desired, it makes a unique contribution. On occasion a teacher may bring her entire class to the center in order to make use of a wide variety of media in a most efficient way.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
VERMONT								
BURLINGTON PUBLIC SCHOOLS 163 S. Willard Street Burlington 15401	6,402	K-12	$430	Fulltime	IMC		English Mathematics Chemistry Physics Biology In-service Reading French	Programed instruction Transparencies Multimedia Individualized instruction Computerized instruction

Summary:

BURLINGTON PUBLIC SCHOOLS: A large IM center and a professional AV staff of four, aided by three non-professional assistants, serve the instructional media program in this system. The center, an intensive inservice training program, and several innovational instructional programs using multimedia are funded under ESEA, Title III. The inservice training, conducted by the AV staff, is regularly scheduled at the center throughout the school term in afternoon and evening sessions, and on Saturday mornings. Sometimes these training sessions are conducted for the entire staff of teachers in one school; more often, they are scheduled for small groups of teachers and deal with the selection, production, and coordination of certain types of media in specific curriculum areas. For example, workshops are conducted in the diazo process for the production of transparencies to be used in high school English, mathematics, chemistry, physics and biology.

In the John J. Flynn Elementary School, instruction of small groups and individualized instruction in the sixth grade are promoted through the use of most types of media, including programed materials, records, filmstrips, 16mm films, tape recorders, overhead transparencies, bulletin boards, charts, models and realia. In this single classroom, as many as eight small groups of students may be learning different units of the same instructional program at any given time. In the independent study program, students are responsible for meeting basic requirements; how, when, and at what rate they will meet their individual goals is left up to them. An individualized reading program using multimedia is conducted in grades 1, 2, and 3 at the Smith Elementary School. Large and small groups of pupils are instructed at different rates, and children working in pairs help instruct each other. At most elementary schools in this system, fifth grade instruction in social studies makes advantageous use of multimedia. At the senior high school, a computer is used for instruction in math, and experimental programs in the teaching of French also use many types of media.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
VERMONT								
SPRINGFIELD PUBLIC SCHS. 60 Park Street Springfield 05156	2,333	1-12	$540	Fulltime	IMC		Reading Humanities Disadvantaged	Individualized instruction Team teaching Tapes

Summary:

SPRINGFIELD PUBLIC SCHOOLS: This system operates a large IM center under the direction of a professional staff that works with teachers in planning and producing AV materials in instructional programs. At the Elm Hill Elementary School, an individualized reading program using a wide variety of instructional media including tape recordings, filmstrips, overhead transparencies, and records is conducted. As the teacher works with one child, the other pupils work with instructional equipment and media in pairs, small groups, or individually. They use earphones not only to follow taped instructions by their teacher but for independent study of various materials. At the Riverside Junior High School, multimedia are coordinated in an ESEA, Title I instructional program for disadvantaged students. A course in humanities at the senior high school is team-taught with a heavy use of AV materials.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
VIRGINIA								
ARLINGTON CO.PUB.SCHS. 4751 North 25th Street Arlington 22207	27,500	K-12	$730	Fulltime	AVC Libr.	WETA	Math Social Studies Science In-service Language Arts	Boolean algebra 8mm films Dial access Electronic audio-notebook

Summary:

ARLINGTON COUNTY PUBLIC SCHOOL SYSTEM has a coordinated educational media program utilizing recommendations of special planning committees and staffed by an AV director, a resource teacher, and a technician, all full-time. This staff conducts teachers' workshops periodically on the production and use of AV equipment and media and also works with individual teachers on specific units of instruction. All new classrooms are designed for optimum use of educational media. Many new buildings have team-teaching stations, individual pursuit areas for students, dial access retrieval, and videotape recorders for both inservice-training and instructional use. All educational media are cataloged in each school library. Automatic inspection equipment is used for daily inspection. Six schools are conducting an experimental project using 8mm projectors and a large stock of film clips. The Monroe Elementary School and the Wilson Elementary School have exemplary educational media programs. Library centers serving instruction in various subjects are located in several large areas of each school. Library study carrels are equipped for the use of a wide variety of media. Facilities for large-group instruction adjoin smaller classrooms for small-group and individualized instruction. There are separate workrooms for art, music, physical education, and science.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
VIRGINIA								
CHESAPEAKE CITY SCHOOLS 2313 Cedar Road Chesapeake City 23320	10,540	1-12	$410	Fulltime	IMC	CCTV	Geography History Remedial Math Science	Programed instruction Individualized instruction Planetarium

Summary:

CHESAPEAKE CITY SCHOOL SYSTEM is served by a large instructional media center housed in a specially-designed wing of the system's administrative building. It includes two offices, a library of AV materials, a research and professional library, a studio for recording and for film previews, and a warehouse for storage of spare AV equipment. The center is staffed by a media director, a secretary, two electronics technicians, a truck driver who makes daily deliveries, and two clerks. Booking by a computer is being developed. Curriculum guides, media bulletins, and a great variety of instructional materials are produced at the center. The system's most innovative undertaking is an individualized remedial reading program using AV equipment and materials in several elementary schools. Media materials for the first six grades in each school include standard inventory of maps and globes. The media program is being extended in all seventh, eighth, and ninth grades for revised programs of instruction in history; for a revised course in eighth grade giving greater emphasis to earth-space science; and for a revised ninth grade course program giving greater emphasis to physics and chemistry. The geography lab at Great Bridge High School includes a planetarium, drawing boards, maps and globes, and overhead projectors using many transparencies. In several elementary schools programed geography and special studies in economics utilize many media. The revised course in geography was authorized and supported by the State Department of Education as a pilot experiment in the 1964-65 statewide research program.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
VIRGINIA								
FAIRFAX COUNTY PUB.SCHS. 10700 Page Avenue Fairfax 22030	101,300	K-12	$540	Fulltime	IMC	WETA CCTV	English Math Science Social Studies	Transparencies Math labs Observatory Telecommunications

Summary:

FAIRFAX COUNTY SCHOOL SYSTEM coordinates the media and instructional programs. The media director, the curriculum library coordinator, and three resource teachers help plan the curriculum, are involved in all instructional conferences, and conduct inservice training in the demonstration classroom of the instructional materials center. They also work with teachers at individual schools and with building library coordinators. Ten additional resource teachers are to be added this year to serve supervisors and the 137 schools more effectively. In addition to the demonstration classroom, the system's IMC includes a curriculum laboratory, a film library, a graphics preparation room, and a collection of other instructional materials, from all of which daily deliveries are made to all schools in the system. A graphics staff of four produces transparencies, photographs, and slides. Instructional materials and media are maintained in good condition by a special crew. All classrooms in the system have darkening facilities, electrical outlets, and basic AV equipment. The library-resource centers in many schools are equipped with study carrels for individualized study and instruction. Supervisors and the media director evaluate instructional materials. Catalogs and bulletins produced at the media center keep teachers informed about available instructional media. The media director, working with the principals, the assistant superintendent, and the supervisors, plans the purchase of new materials and develops the media budget.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
VIRGINIA								
NEWPORT NEWS CITY SCHS. 222 32nd Street Newport News 23607	23,601	1-12	$375	Fulltime	IMC		Foreign languages Remedial reading	Multimedia clinics Central reading laboratory

Summary:

NEWPORT NEWS CITY SCHOOL SYSTEM operates a large, central reading-development laboratory serving approximately 400 children of average intelligence who have evidenced difficulties in reading. The children, who are 8 to ten years old, are brought to the center by bus from elementary schools. This recently established center is financed by ESEA Title I funds. Its staff is organized into four categories: clinicians, who test and diagnose; teachers having the major responsibility in instructing the referred students; and teacher's aides. An additional staff includes a consulting psychologist, a librarian, a speech therapist, and two social workers. Each teacher works with four pupils in small rooms having necessary instructional media and equipment.

In addition to this innovative program, the system is served by a general media program. The media staff conducts inservice training of special curriculum supervisors who, in turn, train teachers in their subject-fields to make optimum use of AV materials.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
VIRGINIA								
NORFOLK CITY SCHOOLS 402 E. Charlotte Street Norfolk 23510	57,095	1-12	$416	Fulltime	IMC	WHRO	Elementary enrichment Reading Math	Extended day 16mm films multimedia

Summary:

NORFOLK CITY SCHOOL SYSTEM maintains an educational media center in the instructional annex of the school administration building. The center houses a central film library, a large collection of other AV materials, an AV production workshop, a science loan collection, a professional library, a children's book collection, and a book processing and repair shop. It also includes offices for the media director, his staff, and a library staff; for the supervisor of educational television, and for the supervisor of curriculum resources. Instructional equipment is kept in good condition by a maintenance staff which also inspects and cleans films after each use. The media director meets with supervisors and building coordinators and assists in planning the use of instructional equipment and media in various workshops and inservice meetings held during the school year and in the summer. He involves teachers in previewing materials and maintains and uses feedback cards evaluating media and equipment. He also aids teachers in locating or making specific materials. Each school has a basic IMC. Exemplary programs using materials bought under ESEA Title II are in operation at the Campostella Junior High School and at Young Park Elementary School. Located in an economically-deprived area, the Young Park School has an extended day from 8:30 to 4:00 for grades 1-6. A remedial reading program making optimum use of AV materials involves pupils who are retarded two years below their grade level in grades 3-5. A multi-media approach is used for an accelerated math class of 15 pupils in grade 6.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
VIRGINIA								
RICHMOND CITY SCHOOLS 312 9th Street Richmond 23219	46,000	K-12	$442	Fulltime	IMC AVC	WCVW WCVE	Language Arts	Globes Study prints Transparencies

Summary:

RICHMOND CITY SCHOOL SYSTEM has a media staff headed by a full-time AV director. He is consulted in the planning of new schools and in the modification of older buildings for the use of media, especially projected materials. The system's media center, located in the school administration building, houses a central library of films, a production room with a collection of instructional graphics, a professional library, a children's book collection, and offices for the AV and library staff. Materials requested from the center are delivered daily. Baker Elementary School has an innovational program in language arts involving five-year-old pupils under the direction of a special teacher, using beginner's globes and projected transparencies and study prints.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
VIRGINIA								
VIRGINIA BEACH PUB.SCHS. School Admin. Building Virginia Beach 23456	37,000	1-12	$308	Fulltime	IMC	WHRO CCTV	Reading Speech therapy In-service Remedial	Multimedia Mobile laboratories

Summary:

VIRGINIA BEACH CITY SCHOOL SYSTEM adds approximately three new school buildings each year to keep pace with the city's expanding population. All schools have master ETV distribution, both broadcast and closed circuit. Each school has an educational materials center, with AV materials incorporated in a large library under the direction of a certified librarian who serves as building coordinator for the AV program. In addition, each secondary school has an assistant certified librarian and clerical help. The EMC staff in one high school also has a full-time AV librarian, and it is the goal of the system to add a similarly qualified employe in each school's EMC. The media director for the system works closely with the librarian at each school and meets regularly with the staffs of building EMC's.

The central EMC for the system is housed in a new 3,840 sq.ft. building of functional design to serve every facet of the media program. It was built to specifications drawn up by the media director, and includes large collections of media, a professional library, a curriculum laboratory, a demonstration classroom equipped with all types of media; an audio lab including facilities for recording and for making and reproducing tapes; production facilities including a photo lab for the graphics arts department and work areas for the repair of equipment. Inservice training scheduled in various curriculum areas is held at the EMC Monday through Wednesday.

The system approach to curriculum development is used in four schools comprising a half-million dollar project funded under ESEA Title I. Appropriate media for integration with instructional programs is provided for the four target schools, all of which operate in "portable" buildings. Facilities designed and equipped for optimum use of media in these schools include eight reading laboratories, four speech laboratories, and four special art rooms. The programs use new approaches to remedial reading, speech therapy, and cultural enrichment. Two mobile reading clinics and a mobile speech clinic circulate between the four buildings and provide diagnostic services.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
WASHINGTON								
BELLEVUE PUBLIC SCHS. (KING CO. COOPERATIVE INSTRUCTIONAL MATERIALS SERVICE) 310 102nd Avenue Bellevue 98004	10,000	K-12	$525	Fulltime	IMC	CATV CCTV	Remedial In-service Science	Microfilm Programed instruction Dial access Video tape Individualized instruction Large-group

Summary:

BELLEVUE PUBLIC SCHOOLS (KING COUNTY COOPERATIVE INSTRUCTIONAL MATERIALS SERVICE): The schools of King County have a cooperative IMC located at Bellevue. Distribution to every school in the district takes place daily, providing service of all media. Copy cameras and a variety of copying equipment for making overhead transparencies and mounting flat prints and charts are available at the center. Regular teacher-training workshops are held at the center which also maintains a small production unit of two professional persons who take care of requests from teachers. A local-cable TV company has offered the district two of its channels free of charge. It also provides studio facilities and free use of 22 other channels for receiving programs. These include three educational channels. This TV feature is in its developing stages. A film library of about 5000 films is also attached to the Bellevue center. The science department in the high school uses CCTV as a team-teaching device to provide experiments and other demonstrations to a number of science classes simultaneously. Video tape recordings make scheduling of these demonstrations flexible. A new high school, now under construction, will provide very advanced facilities for the utilization of AV materials. Among these is dial access of media from the instructional center. Also provided for in the plans are superior facilities for coordinating teachers' activities in various disciplines through the convenience of common work areas.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
WASHINGTON								
EDMONDS SCHOOL DIST. #15 3800 196th Street, S.W. Lynnwood 98036	21,000	K-12	$400	Fulltime	IMC		Social Studies In-service Remedial	Multimedia Local production

Summary:

EDMONDS SCHOOL DISTRICT #15: This system has an IMC with full-time director who is assisted by a staff of nine. The media center provides equipment, materials and technical skills in a noteworthy program of helping teachers convert their ideas into instructional materials. There is a high degree of coordination among several service departments and curriculum planning and implementation. Emphasis has been placed upon local production with the result that the instructional program of the entire system has been supported by the IM centers at a level well above average. Each building has an "instructional-service teacher" whose duties include full-time library supervision and along with this the responsibility for coordinating all media located within the building, for in-service training of teachers and for remedial-reading instruction. Added to these duties are counseling, guidance, testing. Such teachers have well-organized clerical as well as student help. Social studies incorporate AV materials by introducing the possibilities to classes which then choose the media they want to use and by use of committees work out procedures and programs, writing original scripts and making maps.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
WASHINGTON								
OLYMPIA SCHOOL DIST. #11 319 East 4th Street Olympia 98501	5,900	K-12	$420	Fulltime	IMC	CCTV	Social Studies Slow Learners Accelerated Remedial Reading Foreign lang. Adult Educ.	Individualized instruction Multimedia "Tape pals" Electronic lab Programed instruction

Summary:

OLYMPIA PUBLIC SCHOOLS have an IMC with full-time director. Olympia High School provides services for itself and the community at large. The library distributes equipment and materials with the exception of foreign-language tapes which are stored in the language laboratory. Student help is utilized for distribution, even for maintenance and much of the repair of projection equipment. The training of these students is a function of the IM center. Three soundproof booths are fully equipped for auditioning tapes, records, and reviewing filmstrips. Adult education classes as well as community groups convening on the campus use the IM center. All public-address equipment for assemblies, athletic events, dances, is handled by the center and by the staff assigned to these duties. A reading laboratory is housed in one room of the high school. It is equipped with controlled readers, pacers, and programed-learning books. It is designed for the use of those desiring acceleration of reading speed as well as for those needing remedial help. There are language laboratories not only in the high schools but also in the junior high schools. A fifth-grade teacher at McKinley Elementary School has promoted an innovative program making maximum use of sound-slide programs, hi-fi component-tape system, and exchanges through the club for World Tapes for Education, which encourages students to have tape pals. Tape exchanges may thus follow social studies throughout the year, region by region. Students have developed walk-through exhibits using earphones or a tape-recording with a loudspeaker; they have put together units on film; they have brought nationally known speakers into the classroom via tape. They write their own script, do the recording, help with the slides. In each building of the system are individual viewers which accommodate from one to four students. The slow learners re-see class materials or materials of a lower grade level. Advanced students are also accommodated. All TV sets used in the schools are provided with special jacks which plug into listening stations so that small-group or individualized listening as well as viewing is available to classes.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
WASHINGTON								
SEATTLE PUBLIC SCHOOLS 815 Fourth Avenue N. Seattle 98109	99,500	K-12	$462	Fulltime	IMC Bldg. IMC's	KCTS	Handicapped Retarded Accelerated Remedial	Transparencies Electronic labs Large-group Small-group Team-teaching Individualized instruction

Summary:

SEATTLE PUBLIC SCHOOLS have an extensive IMC and full-time director. In-service training is conducted by means of four or five workshops annually. In addition, many faculty meetings throughout the system are designed just for dissemination of information about AV utilization. The center is responsible for selection of equipment and materials. Cooperation with administrators, teachers and others on building plans and on evaluation of equipment and materials is another service in some schools. The center issues an AV catalog annually (in itself a data-processing procedure). Daily delivery to the schools is carried on by means of four trucks owned by the center, and all equipment is checked and cleaned after each use. Learning-resource centers are noteworthy; for example, in T.T. Minor Elementary School and in Seward Elementary School. The T. T. Minor Elementary School uses study areas, special furniture, special shelving, and carrels, even for the kindergarten. Every attempt is made to provide realia, materials and equipment to suit the teaching style of the instructor and the learning style of the student. The staff in this school work as a team. The learning center evolved from their experiences in working together. Seward School had little or no district money to spend on providing a learning center, so an auditorium was renovated by the PTA and the school staff. The floor covering, for example, was created out of hundreds of scraps and samples of new carpeting in a crazy-quilt design. The stage area became a listening and viewing center using 16mm films, film loops, filmstrips, slides, records, tapes.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
WEST VIRGINIA								
HANCOCK COUNTY SCHOOLS Ridge Avenue New Cumberland 26047	9,007	1-14	$443	Fulltime TV Dir.	AVC Libr.	WQED CCTV	TV Workshops English Science Foreign lang.	Student TV production Transparencies Individualized instruction Planetarium Electronic labs

Summary:

HANCOCK COUNTY SCHOOLS: The county has an AV center under a full-time director, whose major task is television. Weir High School handles much of the equipment and services available. The school has a media specialist on its staff who has a heavy load in teaching TV classes, in maintaining distribution of films throughout the county, and in producing a daily program on the school's CCTV. He uses students as assistants. Each grade has its own building and all grades share the facilities of special buildings housing art, science, physical education. The science building has a modern, well-equipped planetarium. The art building contains a kiln, a manual potter's wheel, an electric potter's wheel, and other equipment which constitute a part of the school's total media program. The library is another part of the program; it is well stocked, well staffed, and the students use it extensively. Emphasis is placed upon concrete programs for independent study. During the workshop held before the opening of school in August of 1966, a work session was scheduled with Dr. James Holland of the Research and Development Center of the University of Pittsburgh for the sake of establishing bases for effective individualized learning.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
WEST VIRGINIA								
WOOD COUNTY SCHOOLS 1210 13th Street Parkersburg 26102	18,789	1-12	$300	Fulltime	IMC		Language Arts Social Studies	16 mm films Filmstrips

Summary:

WOOD COUNTY SCHOOLS: A full-time director is in charge of the IMC for this school system. There are also local IMC's currently being set up in each of the 42 elementary schools of the county and in the city schools of Parkersburg. Cataloging of the decentralized collections is being carried on by three aides under the direction of one supervisor of the central staff. The learning-resource center of Vienna Elementary School includes a library, a listening area for records and tapes, a check-out system for children who are taking home films and individual viewers, a production and distribution center. Parents act as aides. The strongest AV-utilization in this school is a saturation of 16mm films and filmstrips in a program called Project Discovery. Region II, PACE Center, Parkersburg, has been set up under ESEA, Title III, and has made a significant start on an AV program which is innovative for schools in this area. At present, its major function is to distribute films, many of which come from the Project Discovery collection.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
WISCONSIN								
FRANKLIN PUBLIC SCHOOLS 7830 South North Cape Rd. Franklin 53131	1,400	1-12	$530		Libr.	CCTV	Art Science Spanish	Community resources Television

Summary:

FRANKLIN PUBLIC SCHOOLS: The school system has one AV feature which has been economically and enthusiastically developed, CCTV utilization. Although only four simple cameras are in use in video taping, regular scheduled presentations in art, science, and Spanish have been forthcoming. Installations in daily operation are located in Country Dale School and at Franklin High School. The Country Dale School has a network of 20 classrooms, Franklin one of 15 rooms. Both schools were built with TV instruction in mind to include conduits for coaxial cables, room-and-studio-potentials and A.C. facilities. Each system is also designed to become part of an inter-district network when the school system expands.

In the Country Dale School, junior high school students operate the cameras, do the taping and all other tasks that are appropriately open to them. The programs are varied, including the utilization of outside resource people. Each classroom has permanent screens, room-darkening facilities, power outlets, TV connections. There are also well-equipped listening-and-viewing facilities in the school library. The system has created a mature use of TV at small cost, about $7000 in total investment, and has prepared a pamphlet (Teaching with Television in the Franklin Public Schools) describing how they did it.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
WISCONSIN								
GREENDALE PUBLIC SCHOOLS 6800 School Way Greendale 53129	2,300	K-12	$640	Fulltime	IMC	CCTV	Math Language Arts	Local production

Summary:

GREENDALE PUBLIC SCHOOLS have an IM center to provide the school system with needed instructional materials. The center is housed in Canterbury Elementary School, is under the direction of an energetic and well-trained director who provides all four of the schools in this suburban system with high-grade instructional materials of both commercial types and creative new ones geared to local needs. Production services include preparation of transparencies, tapes, slides, and the services of a small CCTV system. All teachers are enabled to come to the center to learn how to make the most efficient use of its materials, equipment and techniques. All classrooms have room-darkening facilities; there are permanent screens in most, and CCTV connections in many. The director works directly with the principals and high school departments to estimate needs for both immediate and long-range programs and to arrive at a budget to finance them.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
WISCONSIN								
MADISON PUBLIC SCHOOLS 545 W. Dayton Street Madison 53701	2,900	K-12	$570	Fulltime	IMC		Science Social Studies Reading	Student carrels Local production School plant

Summary:

MADISON PUBLIC SCHOOLS: This system's great strength is the organization of its local IMC's which are innovative and well-developed, very attractive to visitors interested in unique features. A major feature of the system is the decentralization of media by placing more materials in each of the 54 schools and by integrating the work of the librarian and the AV consultant. Madison reportedly conceives of its library programs and its media programs as unified with the result that sometimes the librarian and sometimes the AV specialist is designated as head of the local IMC. The system's staff includes a chief curriculum coordinator for instructional materials, a full-time media specialist, and at the high school level either full-time or half-time AV directors. They are moving towards media coordinators in all schools. At present this function is frequently discharged by a librarian. All educational media personnel as well as many teachers are engaged in the production of a variety of teaching materials not otherwise available. Three schools furnish examples of the Madison emphasis on individual IMC's: Abraham Lincoln Junior High School features viewing areas equipped with rear-screen projection facilities accommodating large groups. Production, library, and learning laboratory in this school are all of top quality. The Huegel Elementary School is a new school built in the round with its IMC at the center of the building. Students and teachers alike have easy access to all kinds of media since all classrooms open into the IMC area. Gompers Junior High School is a new addition to an existent elementary school. It is furnished with much AV equipment such as carrels, tape collections, production facilities, its quarters are spacious, and it is run by an AV specialist and a librarian.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
WISCONSIN								
MOBILE AV DEMONSTRATION UNIT State Department of Education Madison 53703		K-12		Fulltime	IMC	CCTV	In-service	Mobile AV unit

Summary:

WISCONSIN AV DEMONSTRATION UNIT: This facility comprises two mobile units (12' x 68') completely outfitted with AV resources including CCTV. It is staffed by five media specialists, one of whom acts as an advance agent when arrangements are being made to attach a unit to a school system. Any school anywhere in Wisconsin is eligible for participation in the services offered for a period of two weeks at a time. In spite of the fact that such services are only temporary, or perhaps because of it, the availability of the exemplary in-service-training unit is its chief attraction. This contribution brings a sort of grass-roots enrichment to the entire state school system.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
WISCONSIN								
WISCONSIN HEIGHTS PUBLIC SCHOOLS R.R. #1 Mazomanie 53560	370	9-12	$420	Fulltime	Libr.		Math Science Social Studies	Electronic student response Modular scheduling Large-group Local production

Summary:

WISCONSIN HEIGHTS PUBLIC SCHOOLS: Two rural communities with a combined pupilation of less than 2,000 have access to AV media through Wisconsin Heights High School, a consolidated unit employing electronic media to aid teaching and learning, and which was designed from the beginning for the purpose. The three schools in the system have the benefit of a full-time media specialist and a computer-scheduled program of classes. The center itself is a very unusual plant set up to handle groups of any size the school might need to accommodate, and although it is principally a library it features two very large teaching stations, one of which is equipped with student-response instrumentation. Both teaching stations have rear-screen projection facilities. Local production includes the making of slides, tape recordings, transparencies. Teaching machines and programed instruction for individual use, especially for the teaching of math, are widely employed. Learning is facilitated among students of unequal ability by using these programed materials of varying complexity in different groups. Team-teaching and seminar procedures are used in English, social studies, mathematics and physical-science classes. Researchers from the School of Education of the University of Wisconsin report that the school's techniques are models in American high school education, and term the cooperation of the school district with the university, a preview of the future.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
WISCONSIN								
OCONOMOWOC PUB. SCHS. Oconomowoc 53065	760	K-12	$815	Fulltime	IMC		In-service Language Arts Social Studies	School plant Multimedia lab Individualized instruction

Summary:

OCONOMOWOC PUBLIC SCHOOLS have a system of seven elementary schools, one junior high school and one senior high school. The AV program of this system is completely media-oriented in all phases of instruction. From the new high school building to the pilot elementary school with its new multi-media laboratory, the importance of using AV equipment and materials in this in-depth way is made abundantly evident. The media center in the high school is especially well-constructed, well-furnished, well-organized, resulting in smooth and accelerated student use. Summit Elementary School runs an innovative program in its multi-media center by focussing attention upon individual differences and by using educational technology to meet individual needs. The program is mature and well-instrumented.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
WISCONSIN								
RACINE PUBLIC SCHOOLS 2230 Northwestern Avenue Racine 53404	24,300	K-12	$426	Fulltime	IMC		In-service Math Science	Kits Rear screen projection Local production

Summary:

RACINE PUBLIC SCHOOLS have a major installation in the central IMC which serves all the schools in Racine. It occupies the whole bottom floor of one building,(23,000 sq. ft. of space) and performs a long list of services, all of which are of an exemplary nature. Resource materials in kits prepared by the media staff are distributed in standard wooden boxes. There is centralized purchasing but not storage of equipment; maintenance by means of service-men working out of the center on locally-housed equipment; production of slides, tapes,filmstrips, transparencies; preview facilities; offset printing services such as curriculum guides, announcements, manuals; in-service training and information pertaining to the use of media.

Giese Elementary School has a rather unusual installation in its rear-screen projection facility which features divided screens, front-surface mirrors, remote controls connecting with the AV equipment.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
WISCONSIN								
AMES LABORATORY SCHOOL South Fourth Street River Falls 54022	270	K-9	n/a	Fulltime	IMC	CCTV	In-service Reading Creativity	Project TREE Films Filmstrips

Summary:

AMES LABORATORY SCHOOL: Project Tree (Teacher Research in Elementary Education)-Ames Laboratory School at Wisconsin State University is directed by a full-time media specialist. He is in charge of the IM center and holds in-service-training sessions every other week with all teaching personnel including student teachers. The center has a well-organized maintenance program under the direction of a specialist who uses college students as aides. There is easy access to equipment and materials, which encourages maximum use of the IMC. The saturation concept has been pushed in providing facilities for all classrooms. Much of the material has come from a grant from a commercial company. Some funds are also available from the university budget. Project Tree involves one building in which the Laboratory School is located and five grades (K-5) out of a total enrollment of 270 in a school of ten grades K-9. The children in the first five grades as well as students and teachers from the university are all thoroughly exposed to the use of media under Project Tree.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
WYOMING								
CASPER PUBLIC SCHOOLS 830 South Elm Street Casper 82601	13,800	K-12	$560	Fulltime	IMC	CCTV	Astronomy Deaf Adult Education	Planetarium Multimedia

Summary:

CASPER PUBLIC SCHOOLS have the largest IM center in the state, providing the usual services on a regular basis. A plan for systematically equipping the older buildings with light-control and permanent screens is in operation, and all other AV needs of the system are reflected in the budget planning of the director. A special feature of the system is its program for the deaf, a visual multimedia language program funded by ESEA. Essentially designed to build language skill, the program is implemented by field trips which provide concrete examples around which to teach the language. Before the field trip vocabulary and concept-building transparencies are used to heighten interest and create anticipation. During the trip the children are encouraged to use these words and at the same time pictures are taken of the children and the places and objects seen. After the children return to the class, these pictures are used to begin the structured work on language. The students write about their experiences on the trip; these themes are then corrected and shown on the screen by means of transparencies, simultaneously with the slide or movie. There is then no confusion about what the words mean, as action and language appear together. Themes written before the trip when compared with those written after show a gain in conciseness and complexity. The IM center also maintains the only planetarium in Wyoming. It is used by science classes from grades four through 12. A course in astronomy is offered to the Casper College adult evening students.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
WYOMING								
LARAMIE COUNTY SCHOOL DISTRICT #1 School Administration Bldg. Cheyenne 82001	14,500	K-12	$540	Fulltime	IMC		Remedial Deaf Language Arts	Diagnostic center 8mm films Local production

Summary:

LARAMIE COUNTY SCHOOLS: There is a media center for this system operating under a full-time director. At present he and his assistants are primarily oriented towards the mechanical and technican aspects of the program. Under ESEA, Title III funds the Educational Diagnostic and Planning Center of Cheyenne. This center provides multi-disciplinary help for children with academic and behavioral problems at grade levels K-12. The general aim is to alleviate hindrances to learning wherever possible and to adapt the curriculum to the students in order to permit maximum educational development. In-service training and consultative help is given to the teachers for this purpose. Teacher substitutes are available to allow the permanent teachers time to visit the center and prepare materials.

The case of a child in the first grade who would not speak, even to his parents, is a good example of the work this center does. For several months the center worked with the child in what it calls the "multi-discipline approach." The child was given some paints and asked to draw a picture. He took a glob of black paint and made a smear. For several months the staff of the center worked regularly with him and he began to respond; he spoke to one person, then to two. One day, he asked to draw a picture. The paints were set before him, and he painted a red house, the first realistic drawing he had ever produced.

The center feels this was a case which, without the diagnostic center, would have been called mental retardation or even psychosis. The child has now returned to the regular classroom and works well with others.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	INNOVATIONS
WYOMING								
KEMMERER PUBLIC SCHOOLS 717 Sage St. Kemmerer 83001	1,200	K-12	$620		Libr.		Math	Carrels Multimedia Academic games

Summary:

KEMMERER PUBLIC SCHOOLS: In spite of the fact that this system has no AV center or media staff to serve its teachers, the schools do utilize educational media in various programs. They use programed texts, filmstrips, taped lessons, math games, study carrels. Groups instruction is carried on in a room with part of the students while others utilize various media at different rates of speed. Instruction generally follows the conceptual approach organized around a given theme. In math, for example, emphasis is placed upon the concepts of the postulates, theorems, and properties, and then problem-solving and computation are presented as vehicles through which the concepts are put to use.

DAVI MEDIA SURVEY OF UNITED STATES PUBLIC SCHOOLS MAKING SIGNIFICANT USE OF MEDIA IN SELECTED PROGRAMS, 1966

SCHOOL SYSTEMS	ENROLLED	GRADE FROM-TO	COST/ PUPIL	A V DIRECTOR	CENTRAL FACILITY	TELEVISION	AUDIOVISUAL PROGRAMS	AUDIOVISUAL INNOVATIONS
WYOMING								
CARBON COUNTY PUB.SCHS. P.O. Box 367 Rawlins 82301	2,600	1-12	$500	Fulltime	IMC		Art In-service	Telecommunications

Summary:

CARBON COUNTY PUBLIC SCHOOLS have developed an almost unique method of instruction. Under an ESEA Title III grant the county developed a program known as VERB (Victor Electronic Remote Blackboard) in order to step up the educational offerings of the six high schools and 23 elementary schools in the county. The high schools and the center at Sinclair were first linked by private, two-line telephone. Tele-lectures were then given over the system, all school participating. Listeners were able to question the lecturers at any point, and at the same time to receive anything that would normally be written on a blackboard transmitted to local screens. This medium has proved satisfactory not only for the dissemination of educational materials but also for other sources of interest. For example, Wyoming's senator was able to tell the county's young people about his recently completed tour of Southeast Asia and to discuss the foreign policy of the United States with them via this medium. Outstanding resource people are to be brought into the county's classrooms in this way in the future. Subject areas covered in VERB lectures have been: science, ethics and moral values, social studies, history of art, philosophy. The budget for the whole system is based on immediate needs but some consideration is also given to long-range goals. Another feature of the county's AV program is the in-service-training lectures emanating from the University of Wyoming Extension Service. The IM center produces new materials, transparencies chiefly, and does the usual distribution of films, records, and other media.

CATEGORIES OF INNOVATIONS

1. PROGRAMS FOCUSED ON MEDIA

ACADEMIC GAMES

COMPUTERS

DIAL ACCESS (Remote Access Information Retrieval)

EDUCATIONAL TELEVISION

ELECTRONIC LABORATORIES

FILMS (8mm)

FILMS (16mm)

LOCAL PRODUCTION

MICROFILM

MOBILE UNITS

MUSEUM

PLANETARIUM

RADIO

TAPES

TELECOMMUNICATION

TRANSPARENCIES

2. PROGRAMS FOCUSED ON UTILIZATION

ACCELERATED

CULTURALLY DIFFERENT

FIELD TRIPS

HOMEBOUND

INDIVIDUALIZED INSTRUCTION

IN-SERVICE TRAINING

INSTRUCTIONAL MATERIALS CENTERS

LARGE GROUP INSTRUCTION

MODULAR SCHEDULING

PHYSICALLY HANDICAPPED

PROGRAMED INSTRUCTION

RETARDED

REMEDIAL

SCHOOL PLANT

SMALL GROUP INSTRUCTION

TEAM TEACHING

UNGRADED

CATEGORIES OF INNOVATIONS

1. PROGRAMS FOCUSED ON MEDIA

Academic Games

Fort Lauderdale, Florida (County)
Kemmerer, Wyoming

Computers

Colorado Springs, Colorado
Oak Park, Illinois (District #200)
South Bend, Indiana
Pontiac, Michigan (Waterford Township)
Duluth, Minnesota
St. Paul, Minnesota
Jackson, Mississippi
McComb, Mississippi
Kansas City, Missouri (City)
Las Vegas, Nevada
Reno, Nevada
Somersworth, New Hampshire (Union #56)
Albuquerque, New Mexico
Euclid, Ohio
Philadelphia, Pennsylvania
Pittsburgh, Pennsylvania (Baldwin-Whitehall)
Burlington, Vermont

Dial Access (Remote Access Information Retrieval)

Meeker, Colorado
West Hartford, Connecticut
Greenville, Delaware (Alexis I. duPont District)
Fort Lauderdale, Florida (County)
Miami, Florida (County)
Carbondale, Illinois

Dial Access (continued)

Evanston, Illinois (District #202)
Franklin Park, Illinois (District #212)
Cedar Rapids, Iowa
Franklin, New Hampshire
Plaistow, New Hampshire (Union #55)
Winston-Salem, North Carolina (County)
Oklahoma City, Oklahoma
Abington, Pennsylvania
Philadelphia, Pennsylvania
Clarksville, Tennessee
Arlington, Virginia (County)
Bellevue, Washington (County)

Educational Television

Decatur, Alabama
Fairbanks, Alaska
Anaheim, California
San Diego, California (County)
La Junta, Colorado
Enfield, Connecticut
Norwalk, Connecticut
Wilmington, Delaware
Fort Lauderdale, Florida (County)
Miami, Florida (County)
Atlanta, Georgia (County)
Jonesboro, Georgia (County)
Wilder, Idaho
Cedar Rapids, Iowa
Wichita, Kansas
Louisville, Kentucky
Frederick, Maryland (County)
Amherst, Massachusetts

Educational Television

Boston, Massachusetts
Chelmsford, Massachusetts
Osseo, Minnesota
St. Paul, Minnesota
Tupelo, Mississippi
Kansas City, Missouri (City)
Albuquerque, New Mexico
Los Alamos, New Mexico
Charlotte, North Carolina
Cincinnati, Ohio
Cleveland, Ohio
Toledo, Ohio
Durant, Oklahoma
Milwaukie, Oregon
Portland, Oregon
Abington, Pennsylvania
Philadelphia, Pennsylvania
Cranston, Rhode Island
East Providence, Rhode Island
Rapid City, South Dakota
Nashville, Tennessee
Houston, Texas (Spring Branch)
Mesquite, Texas
Ogden, Utah
Bellevue, Washington
New Cumberland, West Virginia
Franklin, Wisconsin

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1. PROGRAMS FOCUSED ON MEDIA (continued)

Electronic Laboratories

Phoenix, Arizona (Phoenix Union)
Phoenix, Arizona (Roosevelt)
Alhambra, California
Englewood, Colorado (Cherry Creek)
Enfield, Connecticut
Hartford, Connecticut
Ledyard, Connecticut
Norwalk, Connecticut
Westport, Connecticut
Orlando, Florida (County)
Atlanta, Georgia
Jonesboro, Georgia
Wailuku, Hawaii
Wilder, Idaho
Evanston, Illinois
Franklin Park, Illinois
Evansville, Indiana
Gary, Indiana
Greensburg, Kansas
Wichita, Kansas
Louisville, Kentucky
Paducah, Kentucky
New Orleans, Louisiana
Madawaska, Maine
Boston, Massachusetts
East Weymouth, Massachusetts
Lexington, Massachusetts
Detroit, Michigan
Grand Haven, Michigan
Pontiac, Michigan
Rochester, Minnesota
Jackson, Mississippi
St. Louis, Missouri
Kalispell, Montana
Las Vegas, Nevada

Electronic Laboratories (continued)

Keene, New Hampshire
Allendale, New Jersey
Millburn, New Jersey
Alamogordo, New Mexico
Penfield, New York
Goldsboro, North Carolina (County)
Greensboro, North Carolina
Rocky Mount, North Carolina
Lima, Ohio (Shawnee Schools)
Eugene, Oregon
Abington, Pennsylvania
Sharon, Pennsylvania
East Providence, Rhode Island
Providence, Rhode Island
Edinburg, Texas
Houston, Texas (Spring Branch)
Lubbock, Texas
Mesquite, Texas
Terrell, Texas
Newport News, Virginia
Seattle, Washington
New Cumberland, West Virginia

Films (8mm)

Phoenix, Arizona (Osborn)
Tucson, Arizona (Sunnydale)
Oak Park, Illinois
Lexington, Massachusetts
St. Clair Shores, Michigan
Somersworth, New Hampshire
Millburn, New Jersey
Oswego, Oregon (District #7)
Warminster, Pennsylvania
Houston, Texas (City)

Films (8mm) (continued)

Tooele, Utah
Arlington, Virginia (County)
Cheyenne, Wyoming (District #1)

Films (16mm)

Birmingham, Alabama (City)
Creve Coeur, Missouri
Lebanon, Missouri
Memphis, Tennessee
Lubbock, Texas
Terrell, Texas
Parkersburg, West Virginia
River Falls, Wisconsin

Local Production

Wilson, Arkansas
San Diego, California (County)
Miami, Florida (County)
Lawrenceville, Georgia (County)
Kaneohe, Oahu, Hawaii
Cedar Rapids, Iowa
Red Oak, Iowa
Baton Rouge, Louisiana
Waterville, Maine
Upper Marlboro, Maryland (County)
Chelmsford, Massachusetts
Jackson, Mississippi
South Orange, New Jersey
White Plains, New York
Dickinson, North Dakota
Milwaukie, Oregon
Union, South Carolina
Corpus Christi, Texas

1. PROGRAMS FOCUSED ON MEDIA (continued)

Local Production (continued)

Salt Lake City, Utah (Granite District)
Lynnwood, Washington (District #15)
New Cumberland, West Virginia (County)
Greendale, Wisconsin
Madison, Wisconsin
Mazomanie, Wisconsin
Racine, Wisconsin
Cheyenne, Wyoming (District #1)

Microfilm

Fort Lauderdale, Florida (County)
Topeka, Kansas
Lexington, Massachusetts
White Plains, New York
Sharon, Pennsylvania
Wyomissing, Pennsylvania
East Providence, Rhode Island
Clarksville, Tennessee (County)
Bellevue, Washington (County)

Mobile Units

Torrance, California
Colorado Springs, Colorado
Lawrenceville, Georgia (County)
New Albany, Indiana
Minneapolis, Minnesota
Greenville, Mississippi
Keene, New Hampshire (Union #38)
Silver City, New Mexico
Greene, New York
Snow Hill, North Carolina (County)
Upper Darby, Pennsylvania

Mobile Units (continued)

Middle Road, Rhode Island (Portsmouth Schools)
Providence, Rhode Island
Virginia Beach, Virginia
Madison, Wisconsin (State Department of Education)

Museum

Owensboro, Kentucky
Detroit, Michigan
Cincinnati, Ohio
Philadelphia, Pennsylvania

Planetarium

Juneau, Alaska
Greenville, Delaware (Alexis I. duPont District)
Red Oak, Iowa
Upper Marlboro, Maryland (County)
Rochester, Minnesota
Grand Island, Nebraska
Allendale, New Jersey
Cleveland, Ohio
Toledo, Ohio
Sharon, Pennsylvania
Warminster, Pennsylvania
Corpus Christi, Texas
Chesapeake City, Virginia
New Cumberland, West Virginia (County)
Casper, Wyoming

Radio

Atlanta, Georgia (County)
Elkhart, Indiana
Gary, Indiana
New Albany, Indiana
South Bend, Indiana
Wayland, Massachusetts
Detroit, Michigan
Southfield, Michigan
Duluth, Minnesota
Minneapolis, Minnesota
St. Paul, Minnesota
St. Louis, Missouri
Reno, Nevada
Albuquerque, New Mexico
Penfield, New York
White Plains, New York
Valley City, North Dakota
Cleveland, Ohio
Oklahoma City, Oklahoma
Eugene, Oregon
Terrell, Texas

Tapes

Phoenix, Arizona (Alhambra)
Greeley, Colorado
Ledyard, Connecticut
Norwalk, Connecticut
Wichita, Kansas
Annapolis, Maryland (County)
Keene, New Hampshire (Union #29)
Roswell, New Mexico
Penn Yan, New York
Cleveland, Ohio

1. PROGRAMS FOCUSED ON MEDIA (continued)

Tapes (continued)

Euclid, Ohio
Lima, Ohio
Oklahoma City, Oklahoma
Oswego, Oregon (District #7)
Abington, Pennsylvania
Springfield, Vermont
Olympia, Washington

Telecommunication

Hagerman, Idaho
Detroit, Michigan
Plaistow, New Hampshire
Penfield, New York
Greensboro, North Carolina
Sharon, Pennsylvania
Cranston, Rhode Island
Fairfax, Virginia (County)
Rawlins, Wyoming (County)

Transparencies

Birmingham, Alabama (County)
Tuskegee, Alabama (County)
Phoenix, Arizona (Washington School District #6)
Wilson, Arkansas
Anaheim, California
Edwardsville, Illinois
Topeka, Kansas
Montevideo, Minnesota (Four-County)
Lebanon, Missouri
Whitefish, Montana
Millard, Nebraska
Victor, New York

Transparencies (continued)

Snow Hill, North Carolina
Cincinntai, Ohio
Lawton, Oklahoma
Corpus Christi, Texas
Lubbock, Texas
Spanish Fork, Utah
Fairfax, Virginia (County)
Richmond, Virginia (City)

2. PROGRAMS FOCUSED ON UTILIZATION

Accelerated

Edwardsville, Illinois
Freeport, Illinois
Oak Park, Illinois (District #200)
Urbana, Illinois
Mason City, Iowa
Paducah, Kentucky
Newton, Massachusetts
Kalamazoo, Michigan
Southfield, Michigan
Wyoming, Michigan
Duluth, Minnesota
Montevideo, Minnesota
Osseo, Minnesota
Rochester, Minnesota
St. Paul, Minnesota
Kalispell, Montana
Bellevue, Nebraska
Omaha, Nebraska
Reno, Nevada
Penn Yan, New York
Eugene, Oregon
Warminster, Pennsylvania

Accelerated (continued)

Ellsworth Air Force Base, South Dakota
Edinburg, Texas
Houston, Texas (Spring Branch)
Norfolk, Virginia
Olympia, Washington
Seattle, Washington

Culturally Different

Phoenix, Arizona (Wilson)
Tucson, Arizona (District #1)
Littleton, Colorado
Enfield, Connecticut
Hartford, Connecticut
Norwalk, Connecticut
Miami, Florida (County)
Atlanta, Georgia (City)
Waianae, Hawaii
Jennings, Louisiana
New Orleans, Louisiana
Duluth, Minnesota
Minneapolis, Minnesota
Kansas City, Missouri
Greene, New York
Winston-Salem, North Carolina
Cincinnati, Ohio
Warminster, Pennsylvania
Warwick, Rhode Island
Edinburg, Texas
Springfield, Vermont

2. PROGRAMS FOCUSED ON UTILIZATION (continued)

Field Trips

New Albany, Indiana
Carson City, Nevada (County)
Keene, New Hampshire (Union #38)
Greene, New York
Cheyenne, Wyoming (District #1)

Homebound

Meeker, Colorado
Plaistow, New Hampshire

Individualized Instruction

Anchorage, Alaska
Fort Richardson, Alaska
Covina, California
Temple City, California
Greeley, Colorado
La Junta, Colorado
La Veta, Colorado
Fort Lauderdale, Florida (County)
Orlando, Florida (County)
Sarasota, Florida
Atlanta, Georgia (County)
Blackfoot, Idaho
Hagerman, Idaho
Lewiston, Idaho
Wilder, Idaho
Medicine Lodge, Kansas
Prairie Village, Kansas
Paducah, Kentucky
Baltimore, Maryland (City)
Rockville, Maryland
Newton, Massachusetts

Individualized Instruction (continued)

Belleville, Michigan
Kalamazoo, Michigan
Pontiac, Michigan
St. Clair Shores, Michigan
Duluth, Minnesota
McComb, Mississippi
Hampton, New Hampshire
Albuquerque, New Mexico
Greene, New York
Rocky Mount, North Carolina
Snow Hill, North Carolina
Toledo, Ohio
Coos Bay, Oregon
Eugene, Oregon
Milwaukie, Oregon
Pittsburgh, Pennsylvania
Wyomissing, Pennsylvania
Cranston, Rhode Island
Edinburg, Texas
Houston, Texas (City)
Houston, Texas (Cypress-Fairbanks)
Ogden, Utah (County)
Tooele, Utah
Chesapeake City, Virginia
Burlington, Vermont
Springfield, Vermont
Bellevue, Washington
Olympia, Washington
Seattle, Washington
New Cumberland, West Virginia
Oconomowoc, Wisconsin

In-service Training

Anchorage, Alaska
Beverly Hills, California
San Diego, California (City)
Hartford, Connecticut
Miami, Florida (County)
Augusta, Georgia
Edwardsville, Illinois
Franklin Park, Illinois (District #212)
Oak Park, Illinois (District #200)
Evansville, Indiana
Gary, Indiana
South Bend, Indiana
Cedar Rapids, Iowa
Red Oak, Iowa
Medicine Lodge, Kansas
Prairie Village, Kansas
Lexington, Kentucky
Louisville, Kentucky
Owensboro, Kentucky
Baton Rouge, Louisiana
Jennings, Louisiana
Amherst, Massachusetts
Chelmsford, Massachusetts
Newton, Massachusetts
Detroit, Michigan
Pontiac, Michigan (Waterford Township)
St. Clair Shores, Michigan
Montevideo, Minnesota
Kansas City, Missouri (City)
St. Louis, Missouri (City)
Omaha, Nebraska
Franklin, New Hampshire
Hampton, New Hampshire

2. PROGRAMS FOCUSED ON UTILIZATION (continued)

In-service Training (continued)

Somersworth, New Hampshire
Albuquerque, New Mexico
Penfield, New York
Euclid, Ohio
Durant, Oklahoma
Philadelphia, Pennsylvania
Middle Road, Rhode Island (Portsmouth)
Columbia, South Carolina
Union, South Carolina
Houston, Texas (Cypress-Fairbanks)
Salt Lake City, Utah (Granite District)
Spanish Fork, Utah (Nebo District)
Arlington, Virginia (City)
Virginia Beach, Virginia
Bellevue, Washington
Lynnwood, Washington
Madison, Wisconsin (State Department of Education)
River Falls, Wisconsin (Ames Laboratory School)
Rawlins, Wyoming (County)

Instructional Materials Centers

Tuskegee, Alabama
Juneau, Alaska
Tucson, Arizona
Little Rock, Arkansas
Beverly Hills, California
Covina, California
San Diego, California (City)
San Diego, California (County)
Torrance, California
Colorado Springs, Colorado

Instructional Materials Centers (continued)

Englewood, Colorado (Cherry Creek)
Littleton, Colorado
Hartford, Connecticut
Norwalk, Connecticut
West Hartford, Connecticut
Wilmington, Delaware (Alfred I duPont School District)
Fort Lauderdale, Florida (County)
Miami, Florida (County)
Orlando, Florida (County)
Sarasota, Florida (County)
Atlanta, Georgia
Waianae, Hawaii
Blackfoot, Idaho
Hagerman, Idaho
Evanston, Illinois
Oak Park, Illinois (District #97)
Oak Park, Illinois (District #200)
Evansville, Indiana
Gary, Indiana
South Bend, Indiana
Cedar Rapids, Iowa
Red Oak, Iowa
Dodge City, Kansas
Medicine Lodge, Kansas
Prairie Village, Kansas
Wichita, Kansas
Lexington, Kentucky
Paducah, Kentucky
Baton Rouge, Louisiana
Jennings, Louisiana
Portland, Maine
Annapolis, Maryland

Instructional Materials Centers (continued)

Baltimore, Maryland
Rockville, Maryland
Newton, Massachusetts
Belleville, Michigan
Detroit, Michigan
Kalamazoo, Michigan
Pontiac, Michigan
Duluth, Minnesota
Minneapolis, Minnesota
Montevideo, Minnesota
Osseo, Minnesota
Rochester, Minnesota
St. Paul, Minnesota
Kansas City, Missouri
St. Louis, Missouri
Omaha, Nebraska
Hampton, New Hampshire
Allendale, New Jersey
Albuquerque, New Mexico
Roswell, New Mexico
Silver City, New Mexico
White Plains, New York
Rocky Mount, North Carolina
Winston-Salem, North Carolina
Dickinson, North Dakota
Lima, Ohio
Oklahoma City, Oklahoma
Oswego, Oregon
Portland, Oregon
Abington, Pennsylvania
Philadelphia, Pennsylvania
Pittsburgh, Pennsylvania (Baldwin-Whitehall)

2. PROGRAMS FOCUSED ON UTILIZATION (continued)

Instructional Materials Centers (continued)

Columbia, South Carolina
Rapid City, South Dakota
Nashville, Tennessee
Lubbock, Texas
Houston, Texas (Spring Branch)
Mesquite, Texas
Terrell, Texas
Granite City, Utah
Spanish Fork, Utah
Tooele, Utah
Fairfax, Virginia (County)
Richmond, Virginia
Norfolk, Virginia
Virginia Beach, Virginia
Bellevue, Washington
Lynnwood, Washington
Olympia, Washington
Seattle, Washington
Parkersburg, West Virginia
Madison, Wisconsin
River Falls, Wisconsin (Ames Laboratory School)
Casper, Wyoming
Cheyenne, Wyoming

Large Group Instruction

Louisville, Kentucky
East Weymouth, Massachusetts
Wayland, Massachusetts
Kalamazoo, Michigan
St. Clair Shores, Michigan
Southfield, Michigan

Large Group Instruction (continued)

Wyoming, Michigan
Osseo, Minnesota
Lincoln, Nebraska (County)
Victor, New York
Rocky Mount, North Carolina
Wyomissing, Pennsylvania
Cranston, Rhode Island
Sioux Falls, South Dakota
Clarksville, Tennessee (County)
Corpus Christi, Texas
Edinburg, Texas
Mesquite, Texas
Bellevue, Washington (County)
Seattle, Washington
Mazomanie, Wisconsin

Modular Scheduling

Little Rock, Arkansas
Englewood, Colorado (District #1)
Greenville, Delaware (Alexis I duPont District)
Fort Lauderdale, Florida (County)
Sarasota, Florida
Las Vegas, Nevada
Plaistow, New Hampshire (Union #55)
Somersworth, New Hampshire (Union #56)
Portland, Oregon
Abington, Pennsylvania
Houston, Texas (Cypress-Fairbanks)
Mesquite, Texas
Ogden, Utah
Mazomanie, Wisconsin (Wisconsin Heights)

Physically Handicapped

Little Rock, Arkansas
Alhambra, California
Augusta, Georgia
Gary, Indiana
Owensboro, Kentucky
Baton Rouge, Louisiana
Detroit, Michigan
Grand Haven, Michigan
St. Clair Shores, Michigan
Wyoming, Michigan
Minneapolis, Minnesota
Osseo, Minnesota
St. Paul, Minnesota
Omaha, Nebraska
Albuquerque, New Mexico
Rochester, New York
Philadelphia, Pennsylvania
Providence, Rhode Island
Seattle, Washington
Casper, Wyoming
Cheyenne, Wyoming (County)

Programed Instruction

Sahuarita, Arizona
Little Rock, Arkansas (County)
Meeker, Colorado
Norwalk, Connecticut
Westport, Connecticut
West Hartford, Connecticut
Fort Lauderdale, Florida (County)
Hagerman, Idaho
Franklin Park, Illinois (District #212)

2. PROGRAMS FOCUSED ON UTILIZATION (continued)

Programed Instruction (continued)

Oak Park, Illinois (District #97)
Urbana, Illinois
Irwin, Iowa
Mason City, Iowa
Brunswick, Maine
Lexington, Massachusetts
Osseo, Minnesota
Rochester, Minnesota
St. Paul, Minnesota
Bellevue, Nebraska
Keene, New Hampshire (Union #38)
Greene, New York
Rochester, New York
Charlotte, North Carolina
Greensboro, North Carolina
Rocky Mount, North Carolina
Waynesville, North Carolina
Coos Bay, Oregon
Warminster, Pennsylvania
Ellsworth Air Force Base, South Dakota
Edinburg, Texas
Terrell, Texas
Burlington, Vermont
Chesapeake City, Virginia
Bellevue, Washington
Olympia, Washington

Retarded

Littleton, Colorado (County)
Waterville, Maine
Belleville, Michigan

Retarded (continued)

Kalamazoo, Michigan
Southfield, Michigan
St. Clair Shores, Michigan
Wyoming, Michigan
Whitefish, Montana
Lincoln, Nebraska
Carson City, Nevada
Penn Yan, New York
Rochester, New York
Snow Hill, North Carolina
Winston-Salem, North Carolina
Portland, Oregon
Philadelphia, Pennsylvania
Warminster, Pennsylvania
Ellsworth Air Force Base, South Dakota
Terrell, Texas
Seattle, Washington

Remedial

Tuskegee, Alabama
Englewood, Colorado (Cherry Creek)
Ledyard, Connecticut
Jonesboro, Georgia
Oak Park, Illinois (District #97)
Evansville, Indiana
Paducah, Kentucky
Baton Rouge, Louisiana
New Orleans, Louisiana
Baltimore, Maryland (City)
Newton, Massachusetts
Belleville, Michigan

Remedial (continued)

Kalamazoo, Michigan
St. Clair Shores, Michigan
Minneapolis, Minnesota
Montevideo, Minnesota
Osseo, Minnesota
Rochester, Minnesota
Whitefish, Montana
Carson City, Nevada
Hampton, New Hampshire
Allendale, New Jersey
Penn Yan, New York
Rocky Mount, North Carolina
Winston-Salem, North Carolina
Euclid, Ohio
Oklahoma City, Oklahoma
Eugene, Oregon
Philadelphia, Pennsylvania
Sharon, Pennsylvania
Upper Darby, Pennsylvania
East Providence, Rhode Island
Middle Road, Rhode Island (Portsmouth)
Warwick, Rhode Island
Rapid City, South Dakota
Sioux Falls, South Dakota
Edinburg, Texas
Houston, Texas (Spring Branch)
Lubbock, Texas
Ogden, Utah
Salt Lake City, Utah
Chesapeake City, Virginia
Newport News, Virginia
Virginia Beach, Virginia

2. PROGRAMS FOCUSED ON UTILIZATION (continued)

Remedial (continued)

Bellevue, Washington
Lynnwood, Washington
Olympia, Washington
Seattle, Washington
Cheyenne, Wyoming (County)

School Plant

Sahuarita, Arizona
Texarkana, Arkansas
Greeley, Colorado
Meeker, Colorado
Wilmington, Delaware (Alfred I. duPont School District)
Wilmington, Delaware (Marshallton School District)
Miami, Florida (County)
Dodge City, Kansas
Pontiac, Michigan (Waterford Township)
Duluth, Minnesota
Rochester, Minnesota
Kansas City, Missouri (Hickman Mills)
Grand Island, Nebraska
Las Vegas, Nevada
Millburn, New Jersey
Roswell, New Mexico
Towner, North Dakota
Valley City, North Dakota
Lima, Ohio (Shawnee Schools)
Durant, Oklahoma
Eugene, Oregon
Milwaukie, Oregon

School Plant (continued)

Sioux Falls, South Dakota
Houston, Texas (Cypress-Fairbanks)
Madison, Wisconsin
Oconomowoc, Wisconsin

Small Group Instruction

Englewood, Colorado
Minneapolis, Minnesota
Fredonia, New York
Houston, Texas (City)
Houston, Texas (Cypress-Fairbanks)
Tooele, Utah
Seattle, Washington

Team Teaching

Birmingham, Alabama (County)
Fairbanks, Alaska
Phoenix, Arizona (Wilson)
Tucson, Arizona (Flowing Wells)
Littleton, Colorado (County)
Norwalk, Connecticut
Fort Lauderdale, Florida (County)
Miami, Florida (County)
Orlando, Florida
Sarasota, Florida
Blackfoot, Idaho (District #52)
Lewiston, Idaho (District #1)
Carbondale, Illinois
Evanston, Illinois
Freeport, Illinois

Team Teaching (continued)

Urbana, Illinois
Elkhart, Indiana
Munster, Indiana
Mason City, Iowa
Owensboro, Kentucky
Annapolis, Maryland (County)
Frederick, Maryland
Rockville, Maryland
Boston, Massachusetts
Lexington, Massachusetts
Belleville, Michigan
Grand Haven, Michigan
Kalamazoo, Michigan
St. Clair Shores, Michigan
Wyoming, Michigan
Tupelo, Mississippi
Kalispell, Montana
Whitefish, Montana
Keene, New Hampshire (Union #38)
Plaistow, New Hampshire (Union #55)
Albuquerque, New Mexico
Fredonia, New York
Penn Yan, New York
Goldsboro, North Carolina
Greensboro, North Carolina
Waynesville, North Carolina
Oklahoma City, Oklahoma
Milwaukie, Oregon
Oswego, Oregon (District #7)
Abington, Pennsylvania
Ellsworth Air Force Base, South Dakota
Corpus Christi, Texas

2. PROGRAMS FOCUSED ON UTILIZATION (continued)

Team Teaching (continued)

Edinburg, Texas
Houston, Texas (City)
Houston, Texas (Spring Branch)
Lubbock, Texas
Ogden, Utah
Springfield, Vermont
Seattle, Washington

Ungraded

Colorado Springs, Colorado
La Veta, Colorado
Meeker, Colorado
Fort Lauderdale, Florida (County)
Sarasota, Florida
Freeport, Illinois
Urbana, Illinois
Newton, Massachusetts
Bellevue, Nebraska
Lincoln, Nebraska
Omaha, Nebraska
Carson City, Nevada
Las Vegas, Nevada
Franklin, New Hampshire
Keene, New Hampshire (Union #38)
Roswell, New Mexico
Pittsburgh, Pennsylvania (Baldwin-Whitehall)
Mesquite, Texas

STATISTICAL DATA FROM THE QUESTIONNAIRES

While the major purpose of the questionnaires to school systems and individual schools initially was to identify exemplary educational media utilization at the local level, it soon became evident to the project staff and the Advisory Committee that the accumulated data might prove useful in identifying national trends. This section of the final report presents these data in tabular form, with explanations where needed for clarification. Readers are cautioned against indiscriminate use of the data presented from the questionnaires in this section of the report because of the low rate of response.

Although only national totals are reported, these data are stored on magnetic tape by states, and can be made available to interested researchers for further analysis. Continuing state-of-the-field surveys on a periodic basis as well as comparative analyses with previous studies published by the National Education Association Research Division will be projected through the auspices of the Department of Audiovisual Instruction of the National Education Association and the Educational Technology Center of the University of Maryland.

Statistical data are reported by items from the two-part questionnaire, Section A tabulating information received about school systems, and Section B tabulating information received about individual schools. Section C tabulates data received from school systems and state-level survey teams using the profile, "An Instrument for Self-Evaluating an Educational Media Program in School Systems," developed by W. R. Fulton as part of a study performed pursuant to a contract with the United States Office of Education. (See page 297.)

Section A. School System Data

All school systems enrolling 300 or more students during the 1964-65 school year were mailed a questionnaire, Section A to be completed by the superintendent or central staff. A total of 12,229 school systems were mailed the questionnaire, and an additional follow-up mailing was made in an effort to secure a larger response rate. Of the systems queried, 2,148 or 17.6 per cent responded with data usable in the study.

Section A-1. General Information

Questionnaire Item Number 5: Enrollment (October 1965)

The 12,229 school systems with 300 or more pupils represented 47.1 per cent of the school systems in the United States during the 1964-65 school year, as reported by the United States Office of Education. These school systems enrolled 97.7 per cent of the total (K-12) school population.

The DAVI Media Survey Questionnaire was distributed to these 12,229 school systems that enrolled 97.7 per cent of the K-12 population in 1964-65. Data were reported as of October-November 1965.

Of the 12,229 school systems queried, 17.1 per cent (2,090) responded to the item. Examination of Table 1 reveals the response distribution to the questionnaire to be quantitatively similar to the enrollment distribution of the total population.

TABLE 1

NUMBER AND PER CENT OF SCHOOL SYSTEMS INCLUDED IN STUDY, BY ENROLLMENT SIZE

Enrollment Range	Number and per cent of school systems according to USOE		Number and per cent of school systems reporting		Per cent replying
	Number	Per Cent	Number	Per Cent	
300,000 or more	3	*	1	.1%	33.3%
100,000 - 299,999	18	.2%	14	.7	77.7
75,000 - 99,999	17	.1	7	.3	41.2
50,000 - 74,999	32	.3	17	.8	53.1
25,000 - 49,999	76	.6	38	1.8	50.0
10,000 - 24,999	442	3.6	170	8.1	38.5
5,000 - 9,999	957	7.8	233	11.2	24.3
300 - 4,999	10,684	87.4	1,610	77.0	15.2
Total	12,229	100.0%	2,090	100.0%	17.1%
Enrollment size not indicated			58		

* Less than 1/10 of 1%.

Questionnaire Item Number 6: Cost per pupil 1965-66--Total budgeted cost per pupil in average daily attendance for current operating expenses (excludes debt service and capital outlay).

The 1,968 school systems responding to the item represented 16.1 per cent of the total population (12,229 school systems). The cost range is reflected in Table 2. The average expenditure per pupil was $491. The NEA Research Division, in Estimates of School Statistics, 1966-67, reported that the 1965-66 expenditure per pupil in average daily attendance for current operating expenses for the nation (50 states and the District of Columbia) was $525.

TABLE 2

NUMBER AND PER CENT OF SCHOOL SYSTEMS INCLUDED IN STUDY, BY PER PUPIL COST

Cost Range	Number	Per Cent
$1,000 or more	40	2.1%
$750-999	111	5.6
$500-749	624	31.7
$250-499	1,141	58.0
Less than $250	52	2.6
Total	1,968	100.0%
Not indicated	180	

TABLE 3

CURRENT EXPENDITURE PER PUPIL IN AVERAGE DAILY ATTENDANCE (ADA) COMPARED WITH SCHOOL SYSTEM ENROLLMENT

School System Enrollment	Current Expenditure Per Pupil in ADA										
	Less than $250		$250-499		$500-749		$750-999		$1,000 or more		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	
300,000 or more	0		0		0		1	.9%	0		1
100,000-299,999	1	1.9%	9	.8%	3	.5%	0		0		13
75,000- 99,999	0		4	.4	2	.3	0		0		6
50,000- 74,999	1	1.9	14	1.2	2	.3	0		0		17
25,000- 49,999	1	1.9	23	2.0	11	1.7	1	.9	1	2.5%	37
10,000- 24,999	6	11.6	98	8.6	51	8.2	5	4.5	1	2.5	161
5,000- 9,999	10	19.2	122	10.7	69	11.1	19	17.1	5	12.5	225
300- 4,999	33	63.5	871	76.3	486	77.9	85	76.6	33	82.5	1,508
Total	52	100.0%	1,141	100.0%	624	100.0%	111	100.0%	40	100.0%	1,968
Not indicated											180

Questionnaire Item Number 7: Is there a system-wide director for your audiovisual program?

TABLE 4

AUDIOVISUAL MEDIA PROGRAM ADMINISTRATOR

	Number	Per Cent
Full-time Director	377	18.0%
Part-time Director	566	27.0
Director, but full- or part-time not indicated	65	3.0
No Director	1,090	52.0
Total	2,098	100.0%
Not indicated	50	

Table 4 reveals that less than one in five reporting school systems employed an audiovisual director full-time during 1965-66; approximately one in four employed a person with part-time responsibility for a system-wide media program, while about one-half of the school systems reported that no single person was responsible for their audiovisual program.

When distributed by size of school system (Table 5), it was obvious that the majority of students in the country were enrolled in a system that employed a full-time audiovisual director. Of school systems enrolling 5,000 or more pupils, three in four (75.2 per cent) employed a full- or part-time audiovisual director. Approximately two in five (39.7 per cent) school systems enrolling less than 5,000 pupils reported that they employed a full- or part-time AV director.

TABLE 5

AV DIRECTORS DISTRIBUTED BY SIZE OF SCHOOL SYSTEM

School System Enrollment	Number of Systems Responding	Full-time Director		Part-time Director		Director (Time Not Indicated)		No Director	
		No.	Per Ct.	No.	Per Ct.	No.	Per Ct.	No.	Per Ct.
300,000 or more	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%
100,000-299,999	14	12	85.7	2	14.3	0	0.0	0	0.0
75,000- 99,999	7	7	100.0	0	0.0	0	0.0	0	0.0
50,000- 74,999	17	17	100.0	0	0.0	0	0.0	0	0.0
25,000- 49,999	38	33	86.8	1	2.7	0	0.0	4	10.5
10,000- 24,999	170	99	58.2	35	20.6	4	2.4	32	18.8
5,000- 9,999	233	96	41.2	52	22.3	2	.9	83	35.6
300- 4,999	1,610	112	7.0	476	29.6	51	3.1	971	60.3
Total	2,090	377	18.0%	566	27.1%	57	2.7%	1,090	52.2%
Not indicated	58								

Questionnaire Item Number 8: If a full- or part-time director for your audiovisual program is employed, was the director's formal training in Audiovisual Education, Library Science Education, or other subject area?

Of the 1,008 school systems reporting a full- or part-time director of their audiovisual program, 895 responded to this item.

TABLE 6

FORMAL TRAINING OF SCHOOL SYSTEM AUDIOVISUAL PROGRAM DIRECTOR

Subject Area	Number	Per Cent
Audiovisual Education	389	43.5%
Library Science Education	87	9.7
Other Subject Area	419	46.8
Total	895	100.0%
Not indicated	113	

Approximately four in ten school systems reported that the director of the audiovisual program was formally trained in audiovisual education and four in ten were formally trained in a subject area other than audiovisual or library science education. The director of the AV program was trained in library science education in almost one-tenth of the responding school systems.

Is there a relationship between the formal training of the audiovisual program director and the size and wealth of a school system? Table 7 reflects one discernible relationship between the training of the director of the audiovisual program and the enrollment size of the school system in which the director was employed. In systems enrolling 5,000 or more students, the director of the AV program received his formal training in audiovisual education in 54.3 per cent of the school systems.

TABLE 7

FORMAL TRAINING OF AV PROGRAM DIRECTOR DISTRIBUTED ACCORDING TO SCHOOL SYSTEM ENROLLMENT

School System Enrollment	Audiovisual Educ.		Library Sci. Educ.		Other Subject Area		Total	
	Number	Per Ct.	Number	Per Ct.	Number	Per Ct.	Number	Per Ct.
300,000 or more	0	0.0%	0	0.0%	0	0.0%	0	0.0%
100,000-299,999	7	58.3	0	0.0	5	41.7	12	100.0
75,000- 99,999	6	85.7	1	14.3	0	0.0	7	100.0
50,000- 74,999	8	50.0	1	6.2	7	43.8	16	100.0
25,000- 49,999	20	60.6	0	0.0	13	39.4	33	100.0
10,000- 24,999	65	53.3	13	12.4	44	34.3	122	100.0
5,000- 9,999	76	52.8	4	2.8	64	44.4	144	100.0
300- 4,999	207	36.9	68	13.1	286	51.0	561	100.0
Total	389	43.5%	87	9.7%	419	46.8%	895	100.0%
Not indicated							113	

Table 8 shows that when the formal training of the director of the system-level audiovisual program was compared with the wealth of the school system (current expenditure per pupil), the number of AV program directors formally trained in library science education varied inversely as the school system's expenditure per pupil increased.

TABLE 8

FORMAL TRAINING OF AV PROGRAM DIRECTOR DISTRIBUTED ACCORDING TO SCHOOL SYSTEM EXPENDITURE PER PUPIL

Cost Range	Audiovisual Educ.		Library Sci. Educ.		Other Subject Area		Total	
	Number	Per Ct.	Number	Per Ct.	Number	Per Ct.	Number	Per Ct.
$1,000 or more	11	57.9%	1	5.3%	7	36.8%	19	100.0%
$750-999	30	46.9	5	7.8	29	45.3	64	100.0
$500-749	123	43.2	27	9.4	135	47.4	285	100.0
$250-499	184	41.3	42	9.5	219	49.2	445	100.0
Less than $250	26	50.0	8	15.4	18	34.6	52	100.0
Total	374	43.2%	83	9.6%	408	47.2%	865	100.0%
Not indicated							143	

Questionnaire Item Number 9: Does the AV director prepare an annual budget?

Of the 1,008 respondents to this item, 56 per cent (564) of the school systems reported that the AV director prepared an annual budget; 44 per cent (444) reported that he did not.

Is there a relationship between the size of a school system and whether the AV director does or does not prepare an annual budget? Table 9 reveals that the number of AV directors responsible for preparing an annual budget varied with the size (enrollment) of the school system.

TABLE 9

AV DIRECTOR BUDGET RESPONSIBILITY COMPARED WITH SCHOOL SYSTEM SIZE

School System Enrollment	Respondents to Item	AV Director Prepared Budget	
		Number	Per Cent
300,000 or more	1	1	100.0%
100,000-299,999	12	12	100.0
75,000- 99,999	7	7	100.0
50,000- 74,999	17	15	88.2
25,000- 49,999	33	28	84.8
10,000- 24,999	123	102	82.9
5,000- 9,999	142	110	77.5
300- 4,999	673	289	42.9
Total	1,008	564	56.0%
Not indicated	1,140	272	

Questionnaire Item Number 10: Does the AV director or his staff work with teachers in utilization of audiovisual materials?

Of the 1,008 responses to this item, 93 per cent (937) of the school systems reported affirmatively.

Questionnaire Item Number 11: Is there a written job description of the AV director's position?

A written job description of the AV director's position was reported by 29.5 per cent (329) of 1,117 school systems responding to the item. Four out of five school systems reporting no job description were in the 300 - 4,999 enrollment category. As in earlier items, the number of school systems with a written job description of the AV director's position varied with the size of the system.

The 377 school systems that employed a full-time director of the audiovisual program reported a total of 215 job descriptions for the position--57 per cent only. And 17 per cent (97) of the 566 systems employing part-time AV directors had job descriptions for the position.

Questionnaire Item Number 12: How many additional professional people does the AV director have on his staff?

Of 2,148 school systems responding, 107 systems employed 320 full-time professional AV people in addition to the AV director, while 152 systems employed 573 part-time professional AV people; 152 systems employed 419 full-time professional staff members in addition to the AV director, and 118 systems employed 184 part-time professional librarians; 16 systems employed 30 full-time professional radio people and 5 systems employed 12 part-time professional radio people in addition to the AV director. Finally, 33 systems employed 92 full-time professional television people in addition to the AV director, and 18 systems employed 75 part-time professional television people.

TABLE 10

SCHOOL SYSTEMS EMPLOYING ADDITIONAL PROFESSIONAL PEOPLE (Hawaii and the District of Columbia were not represented among the 2,148 respondents)

	AV Personnel	Librarian	Radio	Television
Full-time	107	152	16	33
No Full-time	2,041	1,996	2,132	2,115
Part-time	152	118	5	18
No Part-time	1,996	2,030	2,143	2,130

Questionnaire Item Number 13: How many nonprofessional people does the AV director have on his staff?

Of 2,148 school systems responding among 49 states, 204 systems employed 750 full-time nonprofessional AV people in addition to the AV director, while 182 systems employed 555 part-time nonprofessional AV people; 90 systems employed 258 full-time nonprofessional librarians and 73 systems employed 263 part-time nonprofessional librarians in addition to the AV director; 9 systems employed 34 full-time nonprofessional radio people in addition to the AV director, and 10 systems employed 29 part-time nonprofessional radio people. Finally, 21 systems employed 124 full-time nonprofessional television people in addition to the AV director, and 14 systems employed 29 part-time nonprofessional television people.

TABLE 11

SCHOOL SYSTEMS EMPLOYING ADDITIONAL NON-PROFESSIONAL PEOPLE

	AV Personnel	Librarian	Radio	Television
Full-time	204	90	9	21
No Full-time	1,944	2,058	2,139	2,127
Part-time	182	73	10	14
No Part-time	1,966	2,075	2,138	2,134

Questionnaire Item Number 14: Has your system used funds from Title III NDEA to purchase audiovisual equipment?

Of the 1,913 respondents to this item, 88 per cent (1,680) of the school systems had used Title III NDEA funds, 10 per cent (197) had not, and 2 per cent (36) of the respondents did not know.

Questionnaire Item Number 15: Have any of your programs been influenced by research done under Title VII NDEA?

Of the 1,824 respondents to this item, 14 per cent (257) of the school systems had been influenced by Title VII NDEA research; 51 per cent (934) had not been influenced, and 35 per cent (633) reported they did not know.

Section A-2. Central Facilities and Resources.

Questionnaire Item Number 16: Central Library - acquisitions, distribution, study areas.

This facility was defined as a service center with primary responsibility for the acquisition of books and other printed matter and their dissemination to the various buildings in the school system. Audiovisual materials and equipment were not included.

Of 1,550 respondents to this item, 59.2 per cent (918) reported that they had a system-level central library that acquired and distributed print media to the schools in the system. The central library provided study areas in 48 per cent (246) of the 512 responding systems.

Questionnaire Item Number 17: Audiovisual Center - Acquisitions, distribution, study areas.

This facility was defined as a service center with primary responsibility for the acquisition of audiovisual materials and equipment and their dissemination to the various buildings in the school system. Textbooks and reference books were not included.

Of 1,231 respondents to this item, 72.4 per cent (891) reported that they had a system-level audiovisual center that acquired and distributed non-print media to the schools in the system. The audiovisual center provided study areas in 60 per cent (507) of the 846 responding systems.

Questionnaire Item Number 18: Instructional Materials Center - Acquisition, distribution, study areas.

This facility was defined as a service center with responsibility for the acquisition of books, printed matter, audiovisual materials and equipment and their dissemination to the various buildings in the school system. All forms of instructional materials were included.

Of 1,426 respondents to this item, 79.8 per cent (1,138) reported that they had a system-level instructional materials center that acquired and distributed all print and non-print media to the schools in the system. The instructional materials center provided study areas in 43 per cent (294) of the 683 responding systems.

Is there a relationship between the type of central facilities and the size and wealth of a school system?

In general, Table 12 suggests that proportionally more central service facilities existed at the time of the survey in the school systems enrolling more than 5,000 pupils than existed in systems that enrolled less than 5,000 pupils.

It should be noted that some school systems reported more than one type of central service facility, thus yielding a total response of 2,800 central service facilities for the 2,148 school systems responding to the survey questionnaire.

TABLE 12

CENTRAL SERVICE FACILITIES DISTRIBUTED BY SIZE OF SCHOOL SYSTEM

School System Enrollment	Central Library		Audiovisual Center		Instructional Materials Center		Total School System Population	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
300,000 or more	1	.1%	0		1	.1%	3	*
100,000-299,999	3	.4	1	.1%	8	.7	18	.2%
75,000- 99,999	4	.5	2	.3	3	.3	17	.1
50,000- 74,999	7	.8	6	.7	8	.7	32	.3
25,000- 49,999	15	1.7	3	.4	19	1.8	76	.6
10,000- 24,999	103	11.8	49	5.8	85	7.8	442	3.6
5,000- 9,999	119	13.7	84	9.9	118	10.9	957	7.8
300- 4,999	618	71.0	700	82.8	843	77.7	10,684	87.4
Total	870	100.0%	845	100.0%	1,085	100.0%	12,229	100.0%
Not indicated	680		386		341			

* Less than 1/10 of 1%.

Table 13 reveals an almost identical distribution of the three types of central service facilities within the school system when compared to per pupil expenditure categories.

TABLE 13

CENTRAL SERVICE FACILITIES DISTRIBUTED BY SCHOOL SYSTEM EXPENDITURE PER PUPIL

Per Pupil Expenditure	Central Library		Audiovisual Center		Instructional Materials Center	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Over $1,000	16	1.6%	16	1.7%	20	1.8%
$750-999	51	5.6	46	5.2	64	5.6
$500-749	252	27.5	244	27.4	327	28.7
$250-499	477	52.0	468	52.5	584	51.3
Less than $250	122	13.3	118	13.2	143	12.6
Total	918	100.0%	892	100.0%	1,138	100.0%
Not indicated	632		339		288	

Questionnaire Item Number 20: Film center for entire school system.

This item requested the number of titles and prints of 16mm and 8mm motion pictures in the film library of the school system. Table 14 indicates that only about one in four of the responding school systems maintains a 16mm film library, and a majority of these libraries contain less than 500 film titles.

TABLE 14

SIZE OF SCHOOL SYSTEM FILM LIBRARY

Number of Films	16mm Titles		16mm Prints		8mm Titles		8mm Prints	
	Number Sch.Sys.	Per Cent	Number Sch.Sys.	Per Cent	Number Sch.Sys.	Per Cent	Number Sch.Sys.	Per Cent
2,000 & over	33	1.5%	47	2.2%				
1,750-1,999	5	.2	7	.3				
1,500-1,749	14	.7	9	.4	1	*	1	*
1,250-1,499	10	.5	7	.3				
1,000-1,249	27	1.3	27	1.3				
750- 999	33	1.5	30	1.4				
500- 749	63	2.9	52	2.4	1	*	1	*
250- 499	87	4.1	82	3.8	1	*	1	*
Less than 250	234	10.9	209	9.7	109	5.1%	106	5.0%
No Films	1,642	76.4	1,678	78.2	2,036	94.8	2,039	94.9
Total	2,148	100.0%	2,148	100.0%	2,148	100.0%	2,148	100.0%

* Less than 1/10 of 1%.

Radio and Television Services for Instructional Purposes

Questionnaire Items 31-33 were concerned with radio used for instructional purposes. Of 2,148 responses, 43 (2 per cent) school systems reported that they owned a radio station; 477 (22.2 per cent) systems reported that they used educational programs from another area radio station; and 115 (5.3 per cent) school systems reported that they made regularly scheduled broadcasts over a commercial radio station.

Questionnaire Item Number 34 sought data on the use of television for instructional purposes. Table 15 lists the frequency distribution from 2,148 school system responses.

TABLE 15

SCHOOL SYSTEM USE OF TELEVISION FOR INSTRUCTIONAL PURPOSES

	Number of Systems		Number of Systems
Broadcast - Open Circuit		**Networks**	
Public school-owned station	81	Midwest Educational Television Network	77
University-owned ETV station	188	Eastern Education Network	71
Community-owned ETV	244	State network	129
Commercial	358	Other	129
Closed-Circuit Television		**2500 Megahertz System**	
State CCTV system	24	School district system	19
Individual school CCTV	61	Individual school	7
School district CCTV system	26		
Individual classroom CCTV for teaching demonstration	29	**Other**	
Two-way audio - one-way video CCTV	10	Microwave interconnecting	14
Two-way CCTV	4	MPATI (Airborne)	74
		TV not indicated	601

Section B. Individual School Data

The 12,229 school systems receiving the questionnaire as reported in the previous section also received six copies of a questionnaire titled "Individual School Report" and were requested to distribute them to individual schools within the system with educational media programs worthy of report. On request, additional copies of this questionnaire were sent from the survey staff office. From this procedure, 3,142 questionnaires were returned, not all complete, but with usable data. As with the reporting of data in the previous section, the what and where of media utilization at the school building level is reported largely by frequency tables. Because of the low rate of response, the reader is cautioned as to the generalizability of the data here reported.

Section B-1. General Information

An introductory section of the questionnaire gathered information about classrooms, or teaching stations, reported by 3,030 schools, for a mean of 28.33 teaching stations per school, regardless of level of school or grades taught within the K-12 range. Responses from 2,583 schools stated that 43,100 teaching stations had room darkening facilities, or a mean of 16.69 classrooms with darkening facilities per school responding. Thus, 58.9 per cent of the classrooms had darkening facilities of the sample of 3,030 individual schools responding to the questionnaire.

Adult teacher aides: Information submitted in 509 responses shows a total of 1,606 paid teacher aides, or a mean of 3.16 paid aides per school responding that employed at least one aide. Information on volunteer adult teacher aides was gathered from 103 respondents, yielding a total of 1,116 volunteer teacher aides, or 10.83 volunteer aides per school responding that used at least one aide.

Section B-2. Individual School Report on Utilization of Audiovisual Materials

The what and where or audiovisual materials utilization is reported in Table 16.

TABLE 18

INDIVIDUAL SCHOOL REPORT ON UTILIZATION OF AUDIOVISUAL MATERIALS SHOWING NUMBER OF SCHOOLS RESPONDING TO EACH ITEM

THIS TELLS IN WHAT SUBJECT AREAS AUDIOVISUAL MATERIALS ARE USED

		WHAT AUDIOVISUAL MATERIALS ARE BEING USED?																			SIZE OF LEARNING GROUP					
		TELEVISION PROGRAMS	16 MM FILMS	8 MM FILMS	TRANSPARENCIES FOR OVER-HEAD PROJECTOR	FILMSTRIPS	SLIDES	PROGRAMMED INSTR. - BOOK	PROGRAMMED INSTRUCTION FOR TEACHING MACHINES	PROGRAMMED INSTRUCTION BY COMPUTER	TELE-COMMUNICATIONS OR TELEPHONE-SLIDE LECTURES	RADIO PROGRAMS	RECORDS (DISC)	TAPES	PROGRAMS FOR CONTROLLED READER OR TACHISTOSCOPE	MICROFILM	MODELS-MOCK-UPS	OTHER	OTHER	INDIVIDUAL	LESS THAN REGULAR CLASS	REGULAR CLASS SIZE	LARGE GROUP INSTRUCTION	MULTI-CLASS GROUPS	OTHER
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
AGRICULTURE	1	30	643	28	315	615	371	22	4	0	4	65	109	127	3	1	203	5	0	104	136	581	27	22	4
ART	2	339	1411	51	716	1465	1047	23	6	2	9	92	435	198	12	6	401	43	4	241	299	1625	130	101	7
BUSINESS EDUCATION	3	27	842	15	633	654	196	69	46	6	39	40	507	446	48	10	84	12	1	157	135	978	46	25	3
ENGLISH (LANGUAGE ARTS)	4	495	1778	59	1207	1898	568	285	73	3	41	273	1449	1227	265	19	136	37	6	324	343	2049	240	188	8
ECONOMICS	5	56	595	13	314	310	139	22	3	2	3	52	185	180	2	11	21	6	0	62	57	634	34	21	1
FOREIGN LANGUAGE	6	314	966	37	452	869	495	97	50	3	15	99	1031	1219	19	6	66	20	4	306	338	1329	70	57	3
GEOGRAPHY	7	301	1556	57	937	1448	607	117	13	1	2	106	355	318	13	13	211	26	9	142	144	1513	123	104	7
GOVERNMENT	8	234	1178	27	571	1076	330	44	9	1	7	161	475	377	10	11	57	10	5	102	96	1161	109	80	6
HEALTH, SAFETY, PHYS. EDUCATION	9	206	1918	176	712	1644	430	47	11	1	3	108	881	370	8	10	370	20	5	182	164	1787	413	239	10
HISTORY	10	488	1768	62	987	1680	633	67	18	1	12	254	908	648	21	24	162	25	8	168	173	1746	207	164	6
HOME ECONOMICS	11	73	1205	26	434	1146	473	28	5	1	6	66	341	220	3	6	228	22	3	155	217	1139	45	31	3
MATHEMATICS	12	182	1033	32	1231	1255	274	284	56	11	8	41	162	133	43	14	392	20	6	223	215	1543	82	58	4
ELEMENTARY ARITHMETIC	13	261	657	27	641	1019	165	145	40	1	2	40	205	109	74	5	181	15	3	174	207	1068	59	55	3
MUSIC	14	375	1043	28	440	912	254	35	6	0	9	387	1735	1152	14	7	76	15	1	317	321	1682	322	200	8
READING	15	222	838	29	626	1311	298	314	131	0	4	90	687	740	717	14	42	32	9	556	756	1361	100	95	9
SCIENCE	16	808	2189	216	1569	2189	966	150	30	3	15	197	539	441	25	66	945	53	15	191	372	2111	283	214	10
SPELLING	17	53	234	14	299	459	97	71	26	1	0	21	139	80	48	0	9	7	6	148	161	775	46	25	5
SOCIAL STUDIES	18	694	2001	117	1251	2002	805	109	23	2	33	408	1449	806	50	24	315	45	15	260	242	1951	290	235	8
TRADE AND INDUSTRY	19	34	588	18	325	467	184	26	3	0	3	20	77	92	3	9	204	10	1	114	134	534	33	21	2
OTHER	20	24	101	17	55	82	34	11	4	0	2	12	47	43	12	1	43	3	2	33	43	91	15	18	3

TABLE 16

INDIVIDUAL SCHOOL REPORT ON UTILIZATION OF AUDIOVISUAL MATERIALS SHOWING NUMBER OF SCHOOLS RESPONDING TO EACH ITEM

THIS TELLS IN WHAT SUBJECT AREAS AUDIOVISUAL MATERIALS ARE USED

		SPECIAL GROUPS OF PUPILS					OTHER SPECIAL PROGRAMS					WHERE IN THE BUILDING ARE AV MTRLS. USED WITH PUPILS								WHERE WERE THE AV MTRLS. PRODUCED				
		RETARDED CHILDREN	PHYSICALLY HANDICAPPED	ACCELERATED	CULTURALLY DIFFERENT	OTHER	INSERVICE EDUCATION	ADULT EDUCATION	EMPLOYMENT RETRAINING	OTHER	STUDENT LEARNING CARRELS	CLASSROOM	SPECIAL AV CLASSROOM	AUDITORIUM	INSTRUCTIONAL MTRLS. LIBRARY	LANGUAGE OR ELECTRONIC LAB	READING LAB	SCIENCE LAB	OTHER	FREE COMMERCIALLY SPONSORED	COMMERCIALLY PRODUCED AV MATERIALS FOR EDUCATION	LOCALLY PRODUCED	STATE OR REGIONAL SOURCES	OTHER
		25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
AGRICULTURE	1	28	3	6	11	3	40	257	9	1	9	649	76	89	45	9	9	32	9	483	452	135	357	6
ART	2	273	30	142	59	22	169	188	4	0	46	1612	185	309	158	18	19	23	16	801	1266	442	636	27
BUSINESS EDUCATION	3	44	6	51	23	5	67	226	14	1	36	867	100	109	72	49	11	12	8	629	707	291	420	11
ENGLISH (LANGUAGE ARTS)	4	361	43	368	102	36	225	124	9	2	95	1967	273	483	240	64	102	27	18	800	1526	591	862	33
ECONOMICS	5	17	1	43	16	3	41	29	2	0	19	624	68	100	57	8	8	6	3	444	520	172	302	9
FOREIGN LANGUAGE	6	28	7	191	33	14	104	102	1	0	119	1275	141	149	112	490	29	15	8	567	1084	439	565	16
GEOGRAPHY	7	164	21	118	42	20	95	26	1	0	37	1420	201	298	129	7	14	14	16	859	1155	405	707	26
GOVERNMENT	8	97	15	90	29	11	68	48	1	0	26	1114	142	240	98	7	9	10	9	672	890	283	540	18
HEALTH, SAFETY, PHYS. EDUCATION	9	301	67	94	54	22	129	113	1	0	32	1601	235	583	112	9	9	25	40	1077	1388	404	860	24
HISTORY	10	180	26	186	53	24	106	60	3	0	78	1634	267	417	144	10	13	13	17	988	1339	466	815	20
HOME ECONOMICS	11	115	12	48	37	11	61	201	6	0	23	1177	119	120	80	7	8	17	8	920	974	300	637	16
MATHEMATICS	12	158	29	299	50	17	204	130	3	1	36	1468	140	171	89	10	13	19	8	612	1144	512	574	19
ELEMENTARY ARITHMETIC	13	239	21	99	43	21	191	56	5	2	31	1057	113	161	75	4	8	6	11	339	790	295	406	16
MUSIC	14	269	24	119	54	21	115	47	1	1	54	1660	176	498	103	11	9	9	20	702	1272	506	652	18
READING	15	441	50	207	121	49	212	69	6	5	110	1478	172	194	137	38	364	20	21	477	1201	445	563	26
SCIENCE	16	278	31	319	65	28	208	58	4	0	61	1880	270	434	160	22	42	704	41	1285	1381	732	1005	40
SPELLING	17	193	23	77	41	17	70	19	1	1	31	754	60	100	50	10	35	8	6	242	509	204	246	11
SOCIAL STUDIES	18	336	29	213	62	27	162	64	4	3	68	1888	267	526	179	12	13	22	18	1139	1542	640	966	34
TRADE AND INDUSTRY	19	89	7	20	17	8	32	103	18	2	19	568	65	74	40	16	5	8	14	454	471	211	258	7
OTHER	20	35	9	10	9	2	31	17	1	1	9	143	21	36	20	7	7	8	9	97	121	60	75	8

Section B-3. Facilities Serving the Building

Educational media facilities and personnel at the school building level were reported in Section B-2 of the questionnaire. Differentiation was made between the library, audiovisual center, and instructional materials center.

A library (defined as a service center with primary responsibility for the acquisition of books and other printed matter--excluding audiovisual materials and equipment--and their dissemination within the building)was reported in 70.6 per cent (2,210) of the 3,142 schools responding. Study areas were provided in 79.7 per cent (1,762) of the schools reporting a library facility.

An audiovisual center (defined as a service center with primary responsibility for the acquisition of audiovisual materials and equipment--excluding textbooks and reference books--and their dissemination within the building) was reported in 49.7 per cent (1,563) of the 3,142 schools responding. Study areas were provided in 34 per cent (531) of the schools reporting an audiovisual center facility.

An instructional materials library and/or center (defined as a service center with responsibility for the acquisition of both books, printed matter, audiovisual materials and equipment and their dissemination within the building) was reported in 32.4 per cent (1,017) of the 3,142 schools responding. Study areas were provided in 62.4 per cent (635) of the schools reporting an instructional materials center facility.

Questionnaire Item Number 4: Who coordinates the AV program in your building?

Table 17 indicates that the building-level AV program is coordinated on a part-time basis by a teacher or the principal. It appears that the full-time category was interpreted for the teacher and principal columns to mean that the person coordinating the program was a full-time employee, for it is unlikely that a person hired full time as a teacher or principal would devote full time to the AV program coordination.

TABLE 17

BUILDING-LEVEL AV PROGRAM COORDINATION RESPONSIBILITY

	Teacher		Principal		AV Specialist		Librarian	
	Number	Per Ct.	Number	Per Ct.	Number	Per Ct.	Number	Per Ct.
Full-time	88	6.9%	280	26.9%	164	37.2%	266	36.3%
Half-time	86	6.8	59	5.7	117	26.5	110	15.1
Some released time	482	38.0	230	22.1	124	28.1	187	25.5
No released time	613	48.3	471	45.3	36	8.2	169	23.1
Total	1,269	100.0%	1,040	100.0%	441	100.0%	732	100.0%

Questionnaire Item Number 5: Is there adult help for the AV coordinator and/or librarian?

AV Coordinator - The 358 respondents employed 400 adult aides, or 1.1 per response, on a salaried basis; 120 respondents employed 430 aides, or 3.6 per response, on a volunteer basis.

Librarian - The 568 respondents employed 783 adult aides, or 1.4 per response, on a salaried basis; 189 respondents employed 1,639 adult aides, or 8.7 per response, on a volunteer basis.

Questionnaire Item Number 6: Is there student help for the AV coordinator and/or librarian?

AV Coordinator - The 89 respondents employed 169 student aides, or 1.9 per response, on a salaried basis; 857 respondents employed 12,160 student aides, or 14.2 per response, on a volunteer basis. To the query about school credit, 163 respondents reported 2,607 student aides, or 16 per response received school credit.

Librarian - The 164 respondents employed 170 student aides, or 2.9 per response, on a salaried basis; 586 respondents employed 11,940 student aides, or 20.4 per response, on a volunteer basis. To the query about school credit, 186 respondents reported 2,720 student aides, or 14.6 per response received school credit.

Questionnaire Item Number 7: Is there a written job description for the AV coordinator's position?

Of 3,142 respondents to the questionnaire, 18 per cent (407) had a written job description for the AV coordinator's position.

Questionnaire Item Number 8: Is there a written job description for the librarian's position?

Of 3,142 respondents to the questionnaire, 41.3 per cent (928) had a written job description for the librarian's position.

Section B-4. Inventory of Equipment and Materials.

Table 18 indicates the AV equipment and material inventory of 3,142 school buildings responding to this part of the questionnaire.

TABLE 18

AUDIOVISUAL EQUIPMENT AND MATERIAL INVENTORY OF 3,142 SCHOOL BUILDINGS RESPONDING TO THIS PART OF QUESTIONNAIRE

		THIS TELLS US WHERE AND THE NUMBER OF MATERIALS AND EQUIPMENT ASSIGNED TO THE SCHOOL BUILDING					THIS TELLS US IF ADDITIONAL MATERIALS AND EQUIPMENT ARE FURNISHED	
		QUESTION I			QUESTION II		QUESTION III	QUESTION IV
	TYPES OF AV MATERIALS AND EQUIPMENT	NUMBER IN LIBRARY, MATERIALS CENTER, OR OTHER CENTRAL POINT IN THE BUILDING FOR USE AT TEACHING STATIONS IN BUILDING	NUMBER OF SCHOOLS RESPONDING TO QUESTION I	NUMBER ASSIGNED PERMANENTLY IN CLASSROOM OR OTHER TEACHING STATION IN YOUR BUILDING	NUMBER OF SCHOOLS RESPONDING TO QUESTION II	TOTAL NUMBER OF ITEMS OF MATERIAL AND EQUIPMENT IN THE SCHOOL BUILDING	AVERAGE NUMBER OF MATERIALS OR EQUIPMENT PER THE 3,142 SCHOOL BUILDINGS RESPONDING	NUMBER OF SCHOOLS ALSO HAVING ITEMS AVAILABLE TO THE BUILDING FROM A CENTRAL SOURCE SERVING ALL SCHOOLS IN THE SYSTEM
1	16 MM PROJECTORS	5,646	1,968	1,499	449	7.145	2.27	658
2	16 MM FILMS CATALOGED IN THE SCHOOL BUILDING	28,529	359	1,757	90	30,286	9.64	594
3	8 MM PROJECTORS	311	221	95	78	406	.13	166
4	8 MM FILMS CATALOGED IN THE SCHOOL BUILDING	2,111	117	745	49	2,856	.91	139
5	OVERHEAD PROJECTORS	10,253	1,662	3,695	625	13,946	4.44	574
6	TRANSPARENCY MAKERS	1,679	1,219	277	170	1,956	.62	561
7	OVERHEAD TRANSPARENCIES FOR THE SCHOOL BUILDING	79,470	729	64,386	387	143,856	45.78	428
8	MAPS AND GLOBES	47,314	1,110	68,143	1,256	115,457	36.75	372
9	FILMSTRIP OR SLIDE PROJECTORS	7,238	1,910	2.132	513	9,370	2.98	611
10	FILMSTRIPS CATALOGED IN THE SCHOOL BUILDING	378,415	1,390	46,876	366	425,291	135.36	757
11	INDIVIDUAL FILMSTRIP OR SLIDE VIEWERS	3,236	1,069	1,249	164	4,485	1.43	412
12	EARPHONE SETS	7,894	623	7,932	329	15,826	5.04	222
13	TELEVISION RECEIVERS	2,278	922	2,298	395	4,576	1.45	201
14	RADIOS	1,843	1,089	2,797	195	4,640	1.48	230
15	TAPE RECORDERS	5,697	1,813	2,888	641	8,585	2.73	572
16	TAPES CATALOGED IN THE SCHOOL BUILDING	47,907	664	7,769	258	55,676	17.72	383
17	MICROFILM READERS	100	66	19	16	119	.04	46
18	DRYMOUNT PRESSES	276	267	47	42	323	.10	223
19	CATALOGED STILL OR FLAT PICTURES	341,232	398	2,662	73	343,894	109.45	260
20	AUTOMATIC READING DEVICES (SUCH AS CONTROLLED READER, TACHISTOSCOPE, LANGUAGE MASTER)	1,515	616	1,197	285	2,712	.86	279
21	PROGRAMS FOR AUTOMATIC READING DEVICES	5,478	270	3,745	159	9,223	2.94	174
22	REARVIEW PROJECTORS	416	250	196	56	612	.19	97
23	CAMERAS – 16 MM (MOTION)	279	256	110	92	389	.12	161
24	CAMERAS – 8 MM (MOTION)	142	145	56	52	198	.06	113
25	CAMERAS – FOR SLIDES	577	416	171	102	748	.24	210
26	PHOTOGRAPHIC DARK ROOM	482	435	206	158	688	.22	159
27	STUDENT CARRELS OR INDIVIDUAL LEARNING UNITS	3,110	211	2,701	124	5,811	1.85	46
28	LIBRARY BOOKS CATALOGED IN THE SCHOOL BUILDING	6,124,223	1,259	403,146	336	6,527,369	2,077.46	447
29	RECORDS (DISC)	180,889	1,362	17,288	404	198,177	67.03	526
30	RECORD PLAYERS	9,856	1,793	6,171	851	16,027	5.10	501
31	OPAQUE PROJECTORS	2,092	1,564	440	215	2,532	.81	478
32	PROJECTION SCREENS	6,611	1,712	15,310	1,137	21,921	6.98	506
33	FLANNEL BOARDS	2,448	580	6,116	687	8,564	2.75	230

C. FULTON SELF-EVALUATION PROFILE

The evaluative checklist, "An Instrument for Self-Evaluating an Educational Media Program in School Systems," was returned by 930 superintendents who also completed the two-part questionnaire. The same instrument with the exception of Section I was used by the state survey teams as an observation checklist during their school visits. The 344 schools indicated by the team reports may or may not be the same as those reported on by the superintendents.

C-1. SCHOOL SYSTEM EDUCATIONAL MEDIA SERVICES

CRITERIA

1. A school system should have a program of educational media services administered through a school media center, and building centers if such are needed, which provides teachers with an adequate supply of appropriate instructional materials.

2. The educational media center should be a separate service unit that operates at the same level as other major school services.

3. A school system should have clearly defined policies, procedures, and plans for its educational media program, including short-range and long-range goals.

4. There should be a sufficient number of professional staff members to administer the educational media program and to provide consultative services to teachers throughout the school system.

TABLE 19
Commitment to the Media Program
(Section C-1 not reported by team)

	System Profile	
	Number	Per Cent
Strong	255	27.8%
Medium	307	33.4
Weak	357	38.8
Total	919	100.0%

TABLE 20
Commitment to Educational Media as an Integral Part of Instruction (Section C-1 not reported by team)

	System Profile	
	Number	Per Cent
Strong	408	44.2%
Medium	463	50.1
Weak	53	5.7
Total	924	100.0%

C-1. SCHOOL SYSTEM EDUCATIONAL MEDIA SERVICES (continued)

TABLE 21

Commitment to Provide Educational Media Facilities (Section C-1 not reported by team)

	System Profile	
	Number	Per Cent
Strong	325	35.3%
Medium	401	43.5
Weak	195	21.2
Total	921	100.0%

TABLE 22

Commitment to Finance the Educational Media Program (Section C-1 not reported by team)

	System Profile	
	Number	Per Cent
Strong	395	42.9%
Medium	396	43.0
Weak	130	14.1
Total	921	100.0%

TABLE 23

Commitment to Staff the Education Media Program (Section C-1 not reported by team)

	System Profile	
	Number	Per Cent
Strong	169	18.3%
Medium	400	43.5
Weak	352	38.2
Total	921	100.0%

C-2. EDUCATION MEDIA SERVICES - CURRICULUM AND INSTRUCTION

CRITERIA

1. A school system should engage in a continuous evaluation of its educational media program as it relates to the instructional program.

2. Continuous in-service education in the use of educational media should be carried on as a means of improving instruction.

3. The faculty and the professional media staff should cooperate in planning and developing the parts of the instructional program that make provisions for the use of educational media.

4. Professional educational media personnel should be readily available for consultation on all instructional problems where media are concerned.

TABLE 24

Consultative Services in Educational Media Utilization

	System Profile		State Team Profile	
	No.	Per Ct.	No.	Per Ct.
Strong	203	22.0%	167	46.5%
Medium	317	31.4	119	33.1
Weak	402	43.6	73	20.4
Total	922	100.0%	359	100.0%

TABLE 25

In-Service Education in Educational Media Utilization

	System Profile		State Team Profile	
	No.	Per Ct.	No.	Per Ct.
Strong	147	18.8%	142	39.6%
Medium	426	46.2	159	44.3
Weak	323	35.0	58	16.1
Total	923	100.0%	359	100.0%

TABLE 26

Faculty-Student Use of Educational Media

	System Profile		State Team Profile	
	No.	Per Ct.	No.	Per Ct.
Strong	334	36.2%	154	42.9%
Medium	517	56.1	170	47.4
Weak	71	7.7	35	9.7
Total	922	100.0%	359	100.0%

TABLE 27

Involvement of the Media Staff in Planning

	System Profile		State Team Profile	
	No.	Per Ct.	No.	Per Ct.
Strong	206	22.4%	157	43.7%
Medium	441	48.0	166	46.2
Weak	272	29.6	46	10.1
Total	919	100.0%	369	100.0%

C-3. THE EDUCATIONAL MEDIA CENTER

CRITERIA

1. Educational media centers should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of a school system, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.

2. The instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students.

3. The educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

TABLE 28

Location and Accessibility of Educational Media

	System Profile		State Team Profile	
	No.	Per Cent	No.	Per Cent
Strong	384	41.8%	187	52.1%
Medium	328	35.7	112	31.2
Weak	206	22.5	60	16.7
Total	918	100.0%	359	100.0%

TABLE 29

Dissemination of Media Information

	System Profile		State Team Profile	
	No.	Per Cent	No.	Per Cent
Strong	466	50.5%	180	50.1%
Medium	410	44.4	149	41.5
Weak	47	5.1	30	8.4
Total	923	100.0%	359	100.0%

TABLE 30

Availability of Educational Media

	System Profile		State Team Profile	
	No.	Per Cent	No.	Per Cent
Strong	201	21.8%	147	40.9%
Medium	554	60.0	165	46.0
Weak	168	18.0	47	13.1
Total	923	100.0%	359	100.0%

TABLE 31

Storage and Retrieval of Media

	System Profile		State Team Profile	
	No.	Per Cent	No.	Per Cent
Strong	84	9.1%	96	26.7%
Medium	498	54.1	207	57.7
Weak	339	36.8	56	15.6
Total	921	100.0%	359	100.0%

TABLE 32

Maintenance of Media

	System Profile		State Team Profile	
	No.	Per Cent	No.	Per Cent
Strong	309	33.6%	132	36.8%
Medium	278	30.1	119	33.1
Weak	334	36.3	108	30.1
Total	921	100.0	359	100.0%

TABLE 33

Production of Media

	System Profile		State Team Profile	
	No.	Per Cent	No.	Per Cent
Strong	138	15.0%	94	26.2%
Medium	369	40.1	167	46.5
Weak	413	44.9	98	27.3
Total	920	100.0%	359	100.0%

C-4. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

CRITERIA

1. Each classroom should be designed for and provided with essential facilities for effective use of appropriate educational media of all kinds.

2. Each classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.

3. Classrooms should be equipped with permanently installed bulletin boards, chalkboards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each classroom.

TABLE 34

Physical Facilities in Existing Classrooms

	System Profile		State Team Profile	
	No.	Per Cent	No.	Per Cent
Strong	179	19.4%	182	50.7%
Medium	480	52.1	93	25.9
Weak	263	28.5	84	23.4
	922	100.0	359	100.0%

TABLE 35

Physical Facilities in New Classrooms

	System Profile		State Team Profile	
	No.	Per Cent	No.	Per Ct.
Strong	331	36.1%	159	44.3%
Medium	343	37.4	118	32.9
Weak	242	26.5	82	22.8
Total	916	100.0%	359	100.0%

C-5. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

CRITERION

Financing the educational media program should be based on both the school system's long-range goals and immediate educational needs. The budget should reflect a recognition of long-range goals, and be sufficient to support an adequate media program for optimum instructional improvement.

TABLE 36

Reporting Financial Needs

	System Profile		State Team Profile	
	No.	Per Cent	No.	Per Cent
Strong	284	30.7%	146	40.7%
Medium	441	47.7	155	43.2
Weak	200	21.6	58	16.1
Total	925	100.0%	359	100.0%

TABLE 37

Basis for Budget Allocation

	System Profile		State Team Profile	
	No.	Per Cent	No.	Per Cent
Strong	295	32.0%	155	43.2%
Medium	524	56.8	159	44.3
Weak	104	11.2	45	12.5
Total	923	100.0%	359	100.0%

TABLE 38

Development of Media Budget

	System Profile		State Team Profile	
	No.	Per Cent	No.	Per Cent
Strong	410	45.0%	176	49.0%
Medium	280	30.7	116	32.3
Weak	222	24.3	67	18.7
Total	912	100.0%	359	100.0%

C-6. EDUCATIONAL MEDIA STAFF

CRITERION

The educational media program should be directed by a well qualified full-time media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services to the entire school system.

TABLE 39

School System Media Staff

	System Profile		State Team Profile	
	No.	Per Cent	No.	Per Cent
Strong	221	24.1%	151	42.1%
Medium	266	29.1	111	30.9
Weak	428	46.8	97	27.0
Total	915	100.0%	359	100.0%

TABLE 40

Building Media Staff

	System Profile		State Team Profile	
	No.	Per Cent	No.	Per Cent
Strong	67	7.3%	66	18.4%
Medium	497	54.2	211	58.8
Weak	353	38.5	82	22.8
Total	917	100.0%	359	100.0%

SUGGESTED PLANS FOR BIENNIAL UPDATING OF THE VISITORS' GUIDE

The object of this project has been the production of a guide for the use of visitors. Consequently, the continuing identification of schools employing innovative programs using media became an integral part of the project in Phase III. Such variables as enrollment, ADA, programs, varieties of media, must continually be reassessed. Therefore, plans for accomplishing this were devised for each state by its own teams. All of the plans provide for a biennial updating. Channels for the forwarding of pertinent information to a central repository for inclusion in the new national guide were described. The teams felt it should be a nationally known agency, easily accessible and one where educators would naturally turn when in search of information of this nature.

Methods suggested for accomplishing the updating follow: For the task of selecting the schools with exemplary programs, four approaches were chosen: 1) The state AV officers should compile the list by using either its own central staff as researchers, or 2) by sending questionnaires to all superintendents. 3) The state AV association should solicit such information from its members and confirm the results to the membership; or 4) by setting up a committee of six to draw such information from six assigned sections of the state.

Schools developing new programs by using Federal funds under ESEA funds, I, II, III are to be included on all lists.

For the selection of teams to visit the selected schools, the following methods were suggested: 1) Each commissioner of education should select AV specialists to serve on a three-member team composed of one man from the public schools, one from a teacher-training institute and one man from the commissioner's own staff, the last to serve as team chairman; or 2) one man from each of six areas in a given state is to be selected by the president of the state AV association to act with the three-member teams in planning visitations to his area; or 3) the same team members who have already served on the first DAVI Media Survey should continue to serve for four years; or 4) the state AV association should elect team members to serve for two-year terms.

For suggestions on financing, the following proposals were made: 1) solicitation of foundation or Federal funds, 2) inclusion of provision for biennial updating in budgets of state departments of education, 3) inclusion of transportation expenses involved, in budgets of state departments with funds for meals and lodging to be furnished by the state AV associations, or 4) expenses shared equally by DAVI and the state AV associations.

DISCUSSION

A review of all data, from both parts of the questionnaire and from the reports of the teams, reveals the larger problems that must be tackled in any on-going program of educational change. Fortunately, for the sake of creative ingenuity, experiments going on all over the nation produce a variety of responses to every problem. It is important, therefore, to identify the main problems that have arisen in this first attempt to assemble information. Giant among AV discussion leaders is that of costs. Audiovisual equipment is expensive and the degree to which school systems, no matter how large, can stand the expense without outside assistance, leads to the first consideration.

Question One: To what extent is the infusion of large amounts of money an absolute necessity when innovative programs are first being introduced? It is evident that large expenditures of Federal funds have been responsible for a great many of the innovative programs described in this guide. One has only to glance through the two-hundred-odd school systems to see how often reference is made to innovative programs currently being developed under funds available from ESEA Titles I, II, III. On the other hand, there is also evidence that such programs, serving as models, stimulate activity in the community. The relationship should be explored.

Question Two: How efficient are the tools used in collecting information, data for this guide, for example? The project staff and many state teams found that the survey instrument selected as one means of validating the information in the visitors' guide was unsatisfactory in certain respects. For this purpose, each team member was supplied with a copy of "An Instrument for Self-Evaluating an Educational Media Program in School Systems," developed by W. R. Fulton of the University of Oklahoma (part of a study performed pursuant to Contract No. 4-6-020 under provisions of Title VII, Public Law 85-865). The team members used this instrument as a report form during their visits to the schools. The instrument investigated only the AV programs at the system level and did not, in the opinion of the majority of the team members, help in identifying or reporting their main objective--specific instructional programs making advantageous use of media.

Rather than devise a new survey checklist, the advisory committee adopted the Fulton instrument chiefly because it had been approved by the Bureau of the Budget. The committee recognized its limitations, but felt that the difficulty could be overcome by adding two summary pages to the instrument. These pages asked for a condensed description of the following aspects of the surveyed media programs in the local school buildings: curriculum and instruction; educational media center; physical facilities; budget and finance; media staff; and other exemplary programs.

The information about media programs was clear when teams completed the summary sheets, but in most of the team reports, the summary sheets were left blank. This omission made it difficult for the project staff to identify innovations and curriculum areas in which instructional media were integrated and may have led to incomplete descriptions in some school summaries. Indeed, it may even have caused omission of some outstanding programs in the final report.

Question Three: To what extent do delays of a "red-tape" nature affect the assembling of information needed before national enterprises can be launched and maintained in any massive way? This question must be raised before future projects of updating are tackled. The assembling of information for this guide is a case in point.

The small response to the questionnaire--only 3,380 out of 12,229 sent out--was due, in part, the project staff believes, to the Bureau of the Budget's delay in granting approval of the questionnaire's content and format. The two-part questionnaire was submitted to the United States Office of Education early in August 1965 with a covering letter pointing out that an early October mailing to school superintendents was highly desirable. The result of the mid-November approval prevented the arrival of the instrument at superintendents' offices until the end of that month. The questionnaire, by its terms, requested a response by December 10. For this reason alone, many of the superintendents returned the forms uncompleted, pleading inadequacy of time.

Question Four: What kind of training is needed at all levels, from students to teachers to school officials and school boards? In-service training and workshops are generally of a superficial nature. Does such poor preparation cause poor utilization and unnecessary breakdown in equipment? Should specialists be recruited to direct programs, especially those of an innovative nature? The findings of this report indicate strongly that there is a correlation between trained AV personnel and better programs. Until the accreditation of schools takes into account audiovisual programs, equipment and materials directed by certified media specialists, we can expect meaningful educational innovations to be limited. At present, enrollment appears to be a more weighty factor in determining the employment of a full-time AV director in a school system than the factor of per-pupil expenditure.

Question Five: Is media use correlated to the availability of media equipment? There is some evidence to show that there is an important relationship here. Where adequate audiovisual equipment was easily accessible and teachers were assisted in its utilization, there was a greater tendency to increase integration of media into the curriculum.

CONCLUSIONS

This project has taken 18 months to complete; it has developed its tools and produced, as its end-goal, this guide with its valuable on-going plan for periodical revision. Some clear-cut conclusions may now be made with confidence.

1. Changes may be creating a system of program observation. Perhaps the first of these is that the original proposition has been found to be valid, i.e., that a successful innovative program in operation is the best source of practical aid in expanding the use of educational media throughout the nation. Our project (A Plan for the Systematic and Continual Identification of Schools in the United States Making Significant Use of Educational Media in Their Instructional Programs) received its funds on the basis of the contention that observation of programs in action is the most persuasive experience an educator can have. That such observation has motivated change is now abundantly apparent in the actions and attitudes of the survey team members. Most of them indicated in their written and oral reports that they have incorporated into their own schools, and would be incorporating more in the future, various changes that they saw--some of which were new in content, others new in ways of utilization. Only one dissenting voice was raised, insisting that the time taken for the visits was unprofitable since he "had seen it all before." His team members did not concur.

The second stimulation to change was found to lie in the programs themselves, as a result of being observed. As one superintendent put it, "Our school system is indebted to the Survey Team in that in explaining our media program and our philosophy on the use of media to an outsider, it made us take a look at our instructional materials program as a whole and, in doing so, we found many ways for instituting needed improvements."

A word should be included here on the caliber of the observers themselves and note should be taken of the fact that changes launched by such people are of the utmost value. The team members were chosen, in the first place, from among the most knowledgeable AV directors in each state, and although their dedication was to be expected, even these sophisticates found the actual programs in operation, exciting and creatively stimulating. This was reflected in particular in their oral reports in the 1967 DAVI Convention.

Other influential educators were drawn into the situation because the chairmen of the state teams were state officials and took part as team members making final reports to various commissioners of education. This involvement and discussion led to the realization of additional kinds of help at the state level that local school systems needed in developing their use of educational technology. In many cases, this highlighting of specific needs was followed by specific action. For example,

during one reporting conference, the team emphasized the fact that local school systems did not budget enough money for AV materials and equipment. The state commissioner explained that either the local superintendents were not convinced that additional expenditures for this purpose were needed, or that the local school boards were not cognizant of the value of making optimum use of instructional media. The state superintendent had already planned a three-day summer workshop for local school boards from all sections of the state. He then proposed that one day of this meeting be devoted to demonstrations which would convince school board members of the need for sufficient funds to integrate varied media into instructional programs. He asked the survey team to invite the state AV association to plan this session.

Another state superintendent of education, after hearing the report of the survey team, proposed the establishment of a permanent state educational media advisory committee charged with the immediate responsibility of developing a state-wide, long-range media program. As requested by the superintendent, the survey team drew up recommendations for the establishment and guidance of this committee. In another state, the conferences of the survey team with the state superintendent led directly to the appointment for the first time of a full-time media specialist as a staff member at the state education level.

In still another state, the budget for the state education department had provided for the employment of a full-time state AV coordinator, but this position had never been filled. Instead of employing a person with some AV training for this post--as had been contemplated--the superintendent decided to add AV specialists to the department staff. This decision was made as a direct result of conferences of the media survey team with the superintendent and his staff.

The national project director accompanied the state survey teams in ten states when the teams met with their commissioners of education. Action of some kind was taken at every meeting. Specific action with reference to the on-going part of the program was taken by all but one. That one commissioner qualified his pledge to involve his state in updating the guide, in terms of funding it--that outside funds would be needed as his own budget could not be stretched to cover. All commissioners agreed the survey had been helpful to the state department of education and that, as the use of educational technology increased, efforts must be made on the state level to keep abreast of the movement and to assist with more leadership in this field from the state department of education.

2. Changes may be brought about by funding devices. A review of the reports sent in by the state survey teams makes it evident that large expenditures of Federal funds support the innovative programs making use of media. To what extent such support is an absolute

necessity is touched upon in question one of the Discussion section. At this point, it should be noted that the pump-priming effect of the use of Federal funds may be vital in many cases in starting innovative programs but it is a conclusion of this report that it is the independent action of educators at all levels in mutually stimulating one another to further activity by observation of programs already funded by local taxes--as well as those being currently built by means of Federal funds--that is crucial to any future success in developing the use of media in the nation as a whole. The device of instituting a workshop for school board members featuring successful AV programming is one example.

3. Changes may be brought about faster by AV specialists. The survey teams reported better classroom utilization of instructional materials in school systems with full-time media specialists. Reports on some systems indicate that, as a result of the survey alone, administrators decided to employ a full-time media director in their systems. Some teams concluded also that leadership in the media field by such specialists at the state department of education level contributed largely to the growth of educational technology in their states.

Leadership of an informed type appears to be the one indispensable necessity. It was noted above that many innovative programs are in operation because of Federal funds. On the other hand, it appears that many of the most creative programs are those in the small systems which have been initiated by one member of a school system's staff, and their excellence derives from the ingenuity and enthusiasm of this one innovator. Or a negative factor may be operating; for example, the personal influence of administrators may weigh heavily. The teams found instances in which schools employing experimental programs had reverted to traditional teaching methods following an adverse change in administrative personnel.

Evidence from statistical data gathered by means of the questionnaires appears also to support this conclusion of the teams. Approximately four in ten school systems reported that the director of their AV program was trained in audiovisual education, and another four reported that the director was trained in library science or some field other than audiovisual education. (About one in ten schools had a director trained in library science.)

Of the 2,148 systems reporting, 2,098 replied to the question: "Is there a system-wide Audiovisual Director for your program?" Of these, less than one in five employed an audiovisual director full time during 1965-66. Approximately one in four employed a person with part-time responsibilities, while about one-half of the school systems reported that no single person was responsible for their audiovisual program.

When distributed by size of school systems it was obvious that the majority of students in the country were enrolled in systems that

employed full-time directors. Of school systems enrolling 5,000 or more pupils, three in four employed full- or part-time directors.

There is a discernible relationship between the formal training of the audiovisual director and the enrollment size of the school system in which the director was employed. In systems enrolling 5,000 or more students the director of the audiovisual program received his formal training in audiovisual education in 54.3% of the school systems. The number of audiovisual specialists responsible for preparing an annual media budget varied with the size (enrollment) of the school system as did the number of school systems with written job descriptions for the audiovisual director's position. The 377 school systems that employed full-time directors for their audiovisual programs reported a total of 215 (57%) descriptions for the position; and 97 (17%) of 566 systems employing part-time audiovisual directors had job descriptions for the position.

From the above evidence, the conclusion to be drawn is that the trend is toward the employment of more trained directors of the nation's AV programs, and that programs are alive in direct relation to the training and interest of the director concerned. Little discussion is needed on this topic. More specialists are needed because it is demonstrable that better programs result. Debate, however, is needed about ways and means of recruitment and training.

4. Changes may be brought about by architectural innovation. A growing tendency among public school systems throughout the nation to combine the school library and AV center is emphasized in the team reports. Many names are used for the facility in which print and nonprint resource materials are made available to students and teachers. Common names for this facility were: instructional-materials center, curriculum-resource center, materials library, learning-resource center, library-and-media center, educational-materials center, and instructional-media library. More team reports stated that instructional-materials centers under the direction of librarians without audiovisual training, tended to be print-oriented with little dissemination of information to teachers on the use of audiovisual materials in instruction.

Survey teams also found that individual schools having IMC's were those which were designed, built, and equipped for the purpose of an optimum use of media. The newest of such schools are air-conditioned, have no windows, and are built "in the round," with the carpeted IMC at the heart of the building, and with classrooms built as pods around this center. In many of these new schools, classrooms have movable walls to permit team teaching of large and small groups, and to promote individualized instruction--part of it through locally produced programed instruction. Most of these facilities have study carrels equipped with electrical outlets for self-instruction through the use of remote access to both audio and visual instructional material. The survey

teams also found that most school plants have language laboratories for instruction in foreign languages. However, in a vast number of older school buildings throughout the nation, classrooms have been modified for the use of varied instructional media.

In addition, the survey teams found that in a great many school plants--whether old or new--that were equipped for significant use of instructional media, teachers had developed new instructional programs designed to meet specific programs made heavy use of transparencies, records, slides, films, and filmstrips. For a large number of these programs, teachers had prepared their own media. Especially noteworthy programs developed in this manner included programs for physically handicapped children, and programs for mentally retarded and emotionally disturbed children. The evidence appears to be conclusive that newer construction facilitates the use of new techniques.

Recommendations

Advantage should be taken of the high interest and enthusiasm at the state level and of the willingness of the state departments of education and state AV associations to cooperate in a biennial updating of information concerning innovative uses of educational technology within their states. This is only possible through coordination at the national level.

It is recommended that Federal funds be made available to a national agency to whom individuals and agencies would be expected to turn for information on the location and use of educational technology and related data; that the USOE indicate its intent to fund biennial surveys through 1975, thus giving the states and national repository adequate incentive for developing an effective method of cooperation, as well as specific plans by which the process could be financed without Federal funds after 1975. It is estimated that up to $50,000 on a cost-reimbursement basis would be needed in 1969 to cover salaries, benefits, communication, duplicating, office supplies, and other routine items at the national level and to assist with the expenses of on-site visitation by teams within each state. Funds for 1971, 73 and 75 would be requested two years in advance based on the cost of the previous survey.

It is further recommended that a visual report be made by the teams of those school buildings whose architectural design has influenced and commanded the use of educational technology and that this report be utilized to disseminate information on school plant planning to those concerned both with remodeling and building new facilities. Also a slide-tape presentation of exemplary utilization of media should be prepared during the biennial updating and made available to interested persons in the educational field.

SUMMARY

Stimulation for a media survey was provided when the need for some organized means of identifying schools using advanced media was acutely felt by all concerned. Since no guide existed to assist professionally interested people to find and observe innovative practices, a three-phase proposal for the production of such a guide was made to the Federal Government by the National Education Association's Department of Audiovisual Instruction (DAVI) early in 1965. On April 25, 1965 funds were granted under Title VII B of the National Defense Education Act to DAVI for the development of the first phase of its three-phase project. The main task of Phase I was the collection of the needed information. The request for funds for Phases II and III was submitted to USOE on February 18, 1966 and granted on May 17, 1966. The task of Phase II was to check information received through questionnaires by personal visitations to specific schools in each state. In all, 344 school systems were visited. Phase III then involved the task of collating data collected during the first two phases and presenting them in this guide.

A word about the development of the three phases of this project is indicated here. Phase I included the appointment of members of an advisory committee selected for competence in the areas of teacher education, media surveys, the audiovisual field, secondary administration, elementary administration, educational television, library science, and educational research. A representative of the state departments of education was also included.

This advisory committee established criteria for the development of a two-part questionnaire, which sought (a) information on the media program at the system level, and (b) on the utilization of media, materials and equipment at the building level.

This two-part questionnaire was mailed late in November to all superintendents of schools with an enrollment of more than 300 pupils. A second mailing followed in December to those not responding. Of 3,380 school systems returning questionnaires, 1,380 asked to be omitted from the survey because of lack of staff to handle visitors and for inadequate use of educational technology in their systems. To each superintendent who completed the questionnaire was mailed a copy of a form called "An Instrument for Self-Evaluating an Educational Media Program in School Systems." A self-mailing profile form to show the strength and weaknesses of the system's media program was enclosed. Of these, 930 were completed, returned and processed. In the end, 2,148 completed questionnaires were processed at the computer science center of the University of Maryland.

At the second meeting of the advisory committee, June 3-5, 1966, the completed questionnaires were studied, and specific schools in each state were

selected for visitation. In addition, the committee selected the members of 50 state survey teams. Two members of each team were selected from nominees submitted by officers of the state audiovisual associations and other leading media specialists. The chairman was appointed by the commissioner of education of each state from his staff. These 50 three-member teams visited 344 school systems during the spring of 1967, and 99 of these team members then met and presented reports at the 1967 National DAVI Convention.

After all school visits had been completed and reported, the project staff read and summarized the material. The advisory committee at its final meeting selected 247 from the 344 schools visited for inclusion in the Visitors' Guide. The data selected for inclusion were based on size of school, per-pupil expenditure, availability of easy transportation, creativity, administrative support, teacher enthusiasm and program success. Few schools with national reputations were included in the guide since their successful programs have long been known.

One section of the guide includes a cross-reference of schools having various innovative programs including the use of media. This listing will enable visitors to locate schools conducting programs of especial interest to them. Some reported programs are in the beginning stages. Some have advanced to the sophistication of computer instruction. The enrollment and per-pupil cost of each school system are cited with each summary. This information will enable visitors to compare programs in their own schools with programs in schools of similar size and per-pupil cost.

The most vital part of this three-phase project was probably the middle phase, visitation and personal report. From team members viewing schools all across the nation come expressions of interest and surprise at what they found. "The visits to the schools in my own state have been a real revelation" says one (Missouri). "I would like to express the feeling of our whole team that the media survey has been most valuable to us in providing an opportunity to look at programs," reports another (Colorado). From a third state (Virginia) comes the comment, "The media project is one of the most informative projects I've ever been associated with." Typical of the way the visitations were received by a number of schools is found in the following report made by a team member from Arizona, "We appreciate your coming. It made us take a look at ourselves because when we had to explain it to you, then it made us take a critical look at what we are doing."

Each state had its own unique problems and solutions. In Alaska, for example, most of the visitations had to be made by airplane and about 1300 miles were travelled by team members visiting only four schools. There, the use of ETV and the active distribution of instructional materials by consultants (in science, art, etc.) at headquarters, is a vital taproot of the media program. Hawaii reported a special need for innovative programs in remedial reading because of the local widespread need of teaching English as a second language. Many teams indicated that they found schools in which the use of media was in a primitive stage due, in large part, to

lack of funds and inadequate knowledge of available equipment and materials. On the other hand, there are some school systems that are operating on an AV budget and scale larger than the entire operation for all national media needs of some countries. In the Los Angeles-San Diego area, for example, are found innovative practices in operation on an immense scale--in ETV, in media distribution, in computerized instruction, and in modern school-building construction. Every state, however, has its own different and immensely interesting modernization program. In Colorado and Connecticut the teams found in some schools a widely increasing and extensive use of equipment and materials by individual students: kindergarten students were using a language master unit by themselves, first graders were running a tape recorder, and a more advanced student was taking a test by himself by means of a tape. Teachers assigned 35 or 40 students were working with only 8 or 12 at a time by assigning media activities to the others. Teachers' aides are playing an important part in freeing teachers from mechanical jobs.

Dramatic use of TV may be found in many places. Experimentation with computerized instruction is in progress in a number of states.

Team teaching has been effective in all states, one such practice being in Norwalk, Connecticut. Modernized school construction of "pod" buildings may be viewed in Southfield, Michigan and Tooele, Utah, among others. Remote access information systems are being installed in the more sophisticated programs.

Perusal of the guide will soon demonstrate the variety offered as well as the enormous range of differences existing because of local conditions.

The project summarized above is No. 6-2536, Contract No. OEC-2-6-062536-1173, "A Plan for the Systematic and Continual Identification of Schools in the United States Making Significant Use of Educational Media in Their Instructional Programs," subtitle "DAVI Media Survey."